

Unit Planning Guide

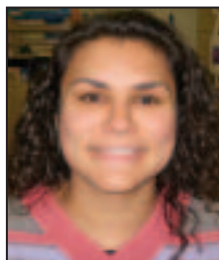
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UNIT PACING CHART

Unit 4		Chapter 12	Chapter 13	Chapter 14
Day 1	Unit Opener, Reading Social Studies	Chapter Opener, Section 1, Financial Literacy	Chapter Opener, Section 1	Chapter Opener, Section 1
Day 2		Section 2, Issues to Debate	Section 2	Section 2, Financial Literacy
Day 3		Section 3	Section 3	Section 3, Visual Summary, Chapter Review
Day 4		Section 4, Landmark Supreme Court Case Studies	Chapter Review, Visual Summary	Chapter Assessment
Day 5		Visual Summary, Chapter Review	Chapter Assessment	TIME Reports
Day 6		Chapter Assessment		Analyzing Primary Sources



Teacher to Teacher



Vanessa Lal Steinkamp,
Adlai Stevenson
High School,
Chicago, Illinois

Tackling Community Issues This activity will increase student awareness in local government and community issues. Organize students into groups of three or four. After a brief discussion in each group, tell students to choose a community problem dealing with an educational, social or environmental issue that is of interest to their group. Then have students create a plan of action to affect change regarding their issue of interest. Each group should

first discuss the various elements of state and local government and determine if their issue is a state or local issue. Students will then prepare a proposal to present to the proper state, city, town, township or village for review indicating why this issue is so important, and why they believe that facet of government should tackle their issue. Students should then present their proposals to the class for discussion.

Author Note

Dear Social Studies Teacher:

Headlines in our daily newspapers inform us about public policy issues that our state and local governments confront. They draw the attention of readers to dramatic stories about controversies pertaining to environmental pollution, school choice, crime prevention, civil rights, public health, and many other community concerns.

We depend upon our state and local governments to authoritatively resolve such public policy issues through interaction with engaged citizens. Thus, we expect good citizens to raise and monitor issues of concern to them and to influence policy decisions by their representatives in government about these issues. Political participation in response to public policy issues is democracy in action.

In order to prepare your students for democratic citizenship, I urge you to teach them how to use newspapers, television, and the Internet to identify pressing public policy issues in your community. You also should help them recognize when and how these issues become occasions for local and state governments to make public policy decisions. Finally, I advise you to involve students individually and collectively in the investigation and discussion of public policy issues and the process of decision making about them.

Make issues-based teaching and learning a staple of civic education in your classroom. If you do it, your classroom will become a living laboratory in which students learn democracy by doing it.

Teaching about hot topics and pressing public issues of your state and local governments, which prompt constructive critical thinking and careful decision making by your students, is an essential element of civic education. This is the way to develop responsible and reflective citizens, who can maintain and improve constitutional government in our democratic republic.



John J. Patrick

Author

Unit Objectives

After studying this unit, students will be able to:

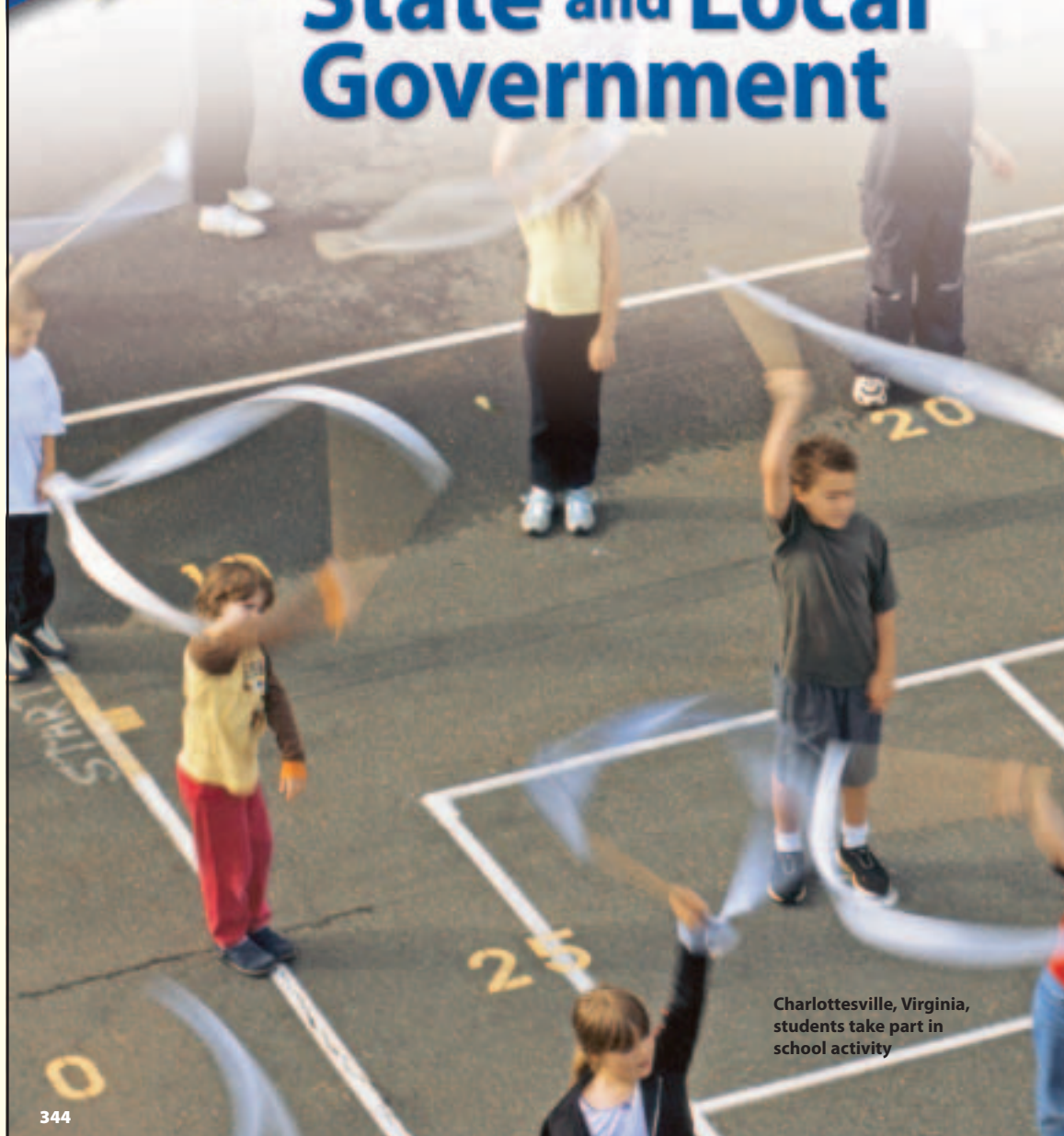
- Explain the powers and responsibilities of state governments.
- Identify various systems of local governments.
- Recognize how state and local governments deal with community issues.

Did You Know?

According to the Center for Information and Research on Civic Learning and Engagement (CIRCLE), a survey of 14-year-olds showed that those who feel involved in running their school are more interested in current events than other youth. Students who participate in classroom current events discussions have a greater interest in politics, improved critical thinking and communication skills, more civic knowledge, and greater interest in discussing public affairs outside school than those who do not participate.

UNIT 4

State and Local Government



Charlottesville, Virginia, students take part in school activity

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Activity: Launching the Unit

Why Study State and Local Government? **Ask:** How does the U.S. Constitution make state government powerful? What state and local power affects the life of every student in the United States? (According to the Tenth Amendment of the Constitution, all powers not specifically given to the federal government or prohibited to state governments are reserved to the states or to the people. Public education is administered

by state and local governments. While each state's Department of Public Instruction establishes and oversees educational requirements within their states, local school boards create and administer policies within their communities. At the state level, educational standards are set for each curriculum area, such as social studies and science. Teachers and administrators work to apply these standards as they educate students.) **OL**

★ Chapter 12 State Government

★ Chapter 13 Local Government

★ Chapter 14 Dealing With Community Issues

Be an Active Citizen



State and local government issues are closest to citizens.

Identify a local issue in your community that concerns you. Find out facts about it, and form an opinion about it. Make a poster expressing this opinion to put in your classroom.

Be an Active Citizen



Are your students aware of community issues of concern? Invite a panel of community leaders to your classroom: the managing editor of the local newspaper, the school district superintendent, the mayor or city manager, the chairperson of the county board of supervisors, and one or more representatives of nonprofit social-issue organizations. Ask students to direct questions to the panel to define local concerns about broad topics such as education, poverty, hunger, homelessness, and so on. Have students take notes on their responses and use the information to create posters on a single issue of concern.

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More About the Photo

Visual Literacy Just as these students from Charlottesville, Virginia, work together to produce the flag show, so Americans work with local government to resolve community issues. To encourage civic participation, Theodore Roosevelt helped found the National Civic League in 1894. The NCL, a nonpartisan, nonprofit organization, seeks to build communities and to promote local

government reform. Its All-American City Award program annually recognizes communities in which citizens, businesses, government, and nonprofit organizations work together on social and civic issues. Since 1949, more than 4,000 communities have competed and nearly 500 have earned the title of All-American City.

Why Distinguishing Fact from Opinion Is Important

Much of what people read is a mixture of fact (truth) and opinion (personal views on an issue, person, or event). When students are able to distinguish fact from opinion, they are better able to critically question and evaluate what they read. Readers are better able to detect writer bias, which may influence how the readers then think or act. As writers, students can distinguish between expository and persuasive writing. As citizens, they are better able to interact with diverse peoples without prejudice and preconceptions.

1 Learn It!

Read the following statement aloud: "Because students have different interests, there should be no required courses in school curriculum." Have students identify the statement as fact or opinion. Discuss signal words that help students identify opinions, such as "should," "ought," "think," "feel," and "believe." Ask students to work in groups to list reasons that support or contradict the statement.

OL

Distinguishing Fact from Opinion

1 Learn It!

A fact is something that can be proven or documented and does not change unless new evidence disproves it. On the other hand, an opinion is what you believe based upon your own viewpoints or feelings. Opinions can change from person to person, but everyone agrees that facts are true. When you read, it is important to distinguish fact from opinion.

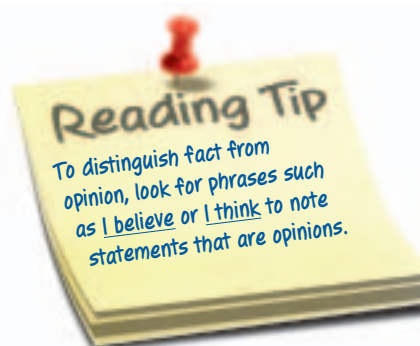
- Read the paragraph below.
- Identify the facts in the paragraph.
- Read how one student used the facts to form an opinion about state lotteries.

In a recent year Americans spent \$50 billion on state lotteries—more money than on reading materials or attending movies. Half of that money was returned to the winners. After paying their other costs, the states kept about \$15 billion. Many states use the money to help finance education.

—from page 361

Chart

Facts	Opinion
1. Americans spent \$50 billion on state lotteries.	Lotteries are a good way to raise money for education. People like to play the lottery, and at the same time they are helping their state with education costs.
2. Half of the money was returned to the winners.	
3. States kept about \$15 billion.	
4. Many states use the money to help finance education.	



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Reading Strategy

Determining Importance

Distinguishing Fact from Opinion Students encounter both facts and opinions in their everyday lives. Organize students into groups. List the following real-life situations on the board under the sentence opener

You are: serving on a jury; a state legislator; a municipal court judge. Have students discuss why the ability to distinguish fact from opinion is important in each position. **BL**

2 Practice It!

Read the following paragraph from this unit.

- Draw a chart like the one shown below.
- Write facts from the paragraph in the column on the left.
- Write your opinion about states in the paragraph in the column on the right.

City leaders [in Galveston] decided that a commission government was the best way to handle the emergency. Since that time, however, other cities have found that a commission form is not always efficient in running a city. Without clear leadership, a commission is often unable to set and meet goals. Each commissioner is likely to concentrate primarily on his or her own department, without considering the problems of the city as a whole.

—From page 381

Facts	Opinion

Read to Write Activity

Read *Teens in Action* on page 354. Jot down facts about Prateek Peres-da-Silva. Then, write a paragraph in which you express your opinion about his activities in the Governor's Page Program.



3 Apply It!

There are many facts presented in Chapters 12, 13, and 14 about state government. You may have no opinion about some of the facts, but others may cause you to think about your own beliefs or feelings. At least three times in each chapter, stop reading and write your opinion about a fact in the text. Share your opinions with others in the class.

2 Practice It!

On the board, write the following statements taken directly or modified from the text of Chapter 12: *Because the states created the national government, all of the national government's powers should be limited.* (opinion) *The "necessary and proper" clause in Article I of the Constitution means that Congress has the right to adopt any means it needs to carry out its delegated powers.* (fact) *A state cannot legally punish a person for breaking the laws of another state.* (fact) *States need to cooperate and share responsibilities for maintaining common services, such as transportation facilities.* (opinion) Have students work in pairs to distinguish factual from opinion statements. **OL**

3 Apply It!

Bring a collection of newspaper and magazine articles and editorials to class. Remove headings and salutations that would reveal that the selection is an opinion, such as *To the Editor*, *Editorial*, and so on. Have students work in pairs to distinguish fact from opinion in their selection. Ask students to underline facts and to circle opinions. **OL**



Reading Strategy

Read to Write

Writing Editorials When writing persuasive pieces such as editorials, students need to clearly state their opinions while supporting them with facts. Have students write an editorial about a controversial issue in Chapter 12, such as the federal government's elimination of many grants-in-aid, the "necessary

and proper clause" in the Constitution, mandatory deductions from workers' gross pay, and so on. Remind students to support their opinion with facts. Have students exchange their editorials with partners and comment on how well their partners expressed and supported their opinions. **OL**

Chapter Planning Guide

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Key to Ability Levels

BL Below Level

OL On Level

AL Above Level


ELL English
Language Learners























Key to Teaching Resources

 Print Material

 CD-ROM

 DVD

 Transparency

Levels				Resources		Chapter Opener	Section 1	Section 2	Section 3	Section 4	Chapter Assess
BL	OL	AL	ELL								
					FOCUS						
BL	OL	AL	ELL		Daily Focus Skills Transparencies		12-1	12-2	12-3	12-4	
					TEACH						
BL	OL		ELL		Reading Essentials and Note-Taking Guide*		p. 111	p. 114	p. 117	p. 120	
		AL			Enrichment Activity, URB		p. 13				
	OL	AL			Primary Source Reading, URB		p. 15				
BL	OL	AL	ELL		Content Vocabulary Activity, URB*	p. 20	p. 20	p. 20	p. 20	p. 20	
BL	OL	AL	ELL		Academic Vocabulary Activity, URB	p. 21	p. 21	p. 21	p. 21	p. 21	
	OL				Biography Activity, URB				p. 23		
BL	OL	AL	ELL		Writing Skills Activity, URB				p. 25		
	OL	AL			Critical Thinking Skills Activity, URB		p. 27				
BL	OL	AL	ELL		Chart, Graph, and Map Skills Activity, URB		p. 29		p. 29		
BL	OL	AL	ELL		Differentiated Instruction, URB		p. 31				
BL	OL	AL	ELL		School-to-Home Connection Activity, URB*	p. 33	p. 33	p. 33	p. 33	p. 33	
BL	OL		ELL		Guided Reading Activities, URB*		p. 37	p. 38	p. 39	p. 40	
	OL	AL			Supreme Court Cases					p. 81	
BL	OL	AL	ELL		Writer's Guidebook	✓	✓	✓	✓	✓	✓
	OL	AL			Primary Source Document Library CD-ROM	✓	✓	✓	✓	✓	✓
BL	OL	AL	ELL		Vocabulary PuzzleMaker CD-ROM	✓	✓	✓	✓	✓	✓
BL	OL	AL	ELL		Daily Lecture & Discussion Notes (in Pres. Plus)		✓	✓	✓	✓	✓
BL	OL	AL	ELL		StudentWorks™ Plus DVD		✓	✓	✓	✓	✓
BL	OL	AL	ELL		Section Video Program		✓	✓	✓	✓	
BL	OL	AL	ELL		TIME Interpreting Political Cartoons Transp.			Ch. 12			
BL	OL	AL	ELL		Writing Process Transparencies	✓	✓	✓	✓	✓	✓

Note: Please refer to the *Unit Resource Book: State and Local Government* for this chapter's URB materials.

* Also available in Spanish



- Interactive Lesson Planner
- Interactive Teacher Edition
- Fully editable blackline masters
- Section Spotlight Videos Launch
- Differentiated Lesson Plans
- Printable reports of daily assignments
- Standards Tracking System

Levels				Resources		Chapter Opener	Section 1	Section 2	Section 3	Section 4	Chapter Assess
BL	OL	AL	ELL								
					TEACH <i>(continued)</i>						
Teacher Resources					Building Academic Vocabulary	✓	✓	✓	✓	✓	✓
					Strategies for Success	✓	✓	✓	✓	✓	✓
					Teacher's Guide to Differentiated Instruction	✓	✓	✓	✓	✓	✓
					Graph Tool CD-ROM	✓	✓	✓	✓	✓	✓
					Presentation Plus! DVD	✓	✓	✓	✓	✓	✓
					ASSESS						
BL	OL	AL	ELL		Quizzes and Tests*		p. 140	p. 141	p. 142	p. 143	p. 144
BL	OL	AL	ELL		Authentic Assessment with Rubrics		p. 16	p. 16	p. 16	p. 16	
BL	OL	AL	ELL		Standardized Test Practice		p. 23	p. 23	p. 23	p. 23	p. 23
BL	OL	AL	ELL		ExamView® Assessment Suite CD-ROM		12-1	12-2	12-3	12-4	Ch. 12
BL	OL	AL	ELL		Interactive Tutor Self-Assessment CD-ROM	✓	✓	✓	✓	✓	✓
					CLOSE						
BL			ELL		Reteaching Activity, URB*		p. 35	p. 35	p. 35	p. 35	
BL	OL		ELL		Reading and Study Skills Foldables™ Activity	p. 72	p. 73			p. 73	
BL	OL	AL	ELL		Graphic Organizer Transparencies & Strategies	✓	✓	✓	✓	✓	✓

Teaching Databases

Glencoe TechCONNECT™ is an engaging, activities-based online program that enhances comprehension of core subjects while teaching technology skills.

Objective

- Students will research and create databases to learn the fundamentals of data storage and analysis.

Technology

- Glencoe TechCONNECT™ (For more information or to get a free 30-day trial of Glencoe TechCONNECT™ for your classroom, **visit techconnect.glencoe.com and click the Free Trial button.**)
- Database application software, such as Microsoft Access, Microsoft Works 6.0, or AppleWorks 5 or 6

Focus/Teach

- To see activities correlated to this textbook, log on to TechCONNECT™ and click the "Find your textbook" link. You can also search for activities. After you log on, click Activity Search. Choose Social Studies, Database, and your grade level.

- Have students log on and enter the letters AC and the three-digit activity number. For example, to access activity #67, Write a Letter to Make a Difference, enter AC067.
- Have students read each page of the activity and follow the on-screen instructions.

Assess

- Have students complete the activity's self-assessment rubric.
- Students may also complete the activity's TechCheck, a five-question multiple-choice quiz. Enter the letters TC and the three-digit activity number, such as TC067.

Close

- Review this activity with the class.



	Student	Teacher	Parent
Beyond the Textbook	•	•	•
Chapter Overviews	•	•	•
Concepts in Motion	•		•
ePuzzles and Games	•		•
Glencoe Teaching Today		•	
Literature Connections		•	
Multi-Language Glossaries	•		•
Online Student Edition	•	•	•
Section Videos	•	•	•
Self-Check Quizzes	•		•
Student Web Activities	•		•
Study Central™	•		•
TIME Current Events	•		•
Vocabulary eFlashcards	•		•
Web Activity Lesson Plans		•	



Reading List Generator CD-ROM

GLENCOE BOOKLINK 3

Use this database to search more than 30,000 titles to create a customized reading list for your students.

- Reading lists can be organized by students' reading level, author, genre, theme, or area of interest.
- The database provides Degrees of Reading Power™ (DRP) and Lexile™ readability scores for all selections.
- A brief summary of each selection is included.

Leveled reading suggestions for this chapter:

For students at a Grade 7 reading level:

- *The Iroquois Constitution*, by Dekanawida

For students at a Grade 8 reading level:

- *The Helping Hands Handbook*, by Patricia Adams and Jean Marzollo

For students at a Grade 9 reading level:

- *The United States v. The Amistad: The Question of Slavery in a Free Country*, by David Hulm

For students at a Grade 10 reading level:

- *God and Government: The Separation of Church and State*, by Ann E. Weiss

For students at a Grade 11 reading level:

- *National Defense*, by James Fallows

READING SUPPORT FROM JAMESTOWN EDUCATION

- **Timed Readings Plus in Social Studies** helps students increase their reading rate and fluency while maintaining comprehension. The 400-word passages are similar to those found on state and national assessments.
- **Reading in the Content Area: Social Studies** concentrates on six essential reading skills that help students better comprehend what they read. The book includes 75 high-interest nonfiction passages written at increasing levels of difficulty.
- **Reading Social Studies** includes strategic reading instruction and vocabulary support in Social Studies content for both ELLs and native speakers of English.
- **Content Vocabulary Workout** (Grades 6–8) accelerates reading comprehension through focused vocabulary development. Social Studies content vocabulary comes from the glossaries of Glencoe's Middle School Social Studies texts. www.jamestowneducation.com

KEY Teacher Wraparound

Use this key to help you identify the different types of prompts found in the Teacher Wraparound Edition.

R **Reading Strategies** activities help you teach reading skills and vocabulary.

C **Critical Thinking** strategies help students apply and extend what they have learned.

D **Differentiated Instruction** activities provide instruction for students learning to speak English, along with suggestions for teaching various types of learners.

S **Skill Practice** strategies help students practice historical analysis and geography skills.

W **Writing Support** activities provide writing opportunities to help students comprehend the text.

Teaching strategies and activities have been coded for ability level appropriateness.

AL Activities for students working above grade level

OL Activities for students working on grade level

BL Activities for students working below grade level

ELL Activities for English Language Learners

Focus

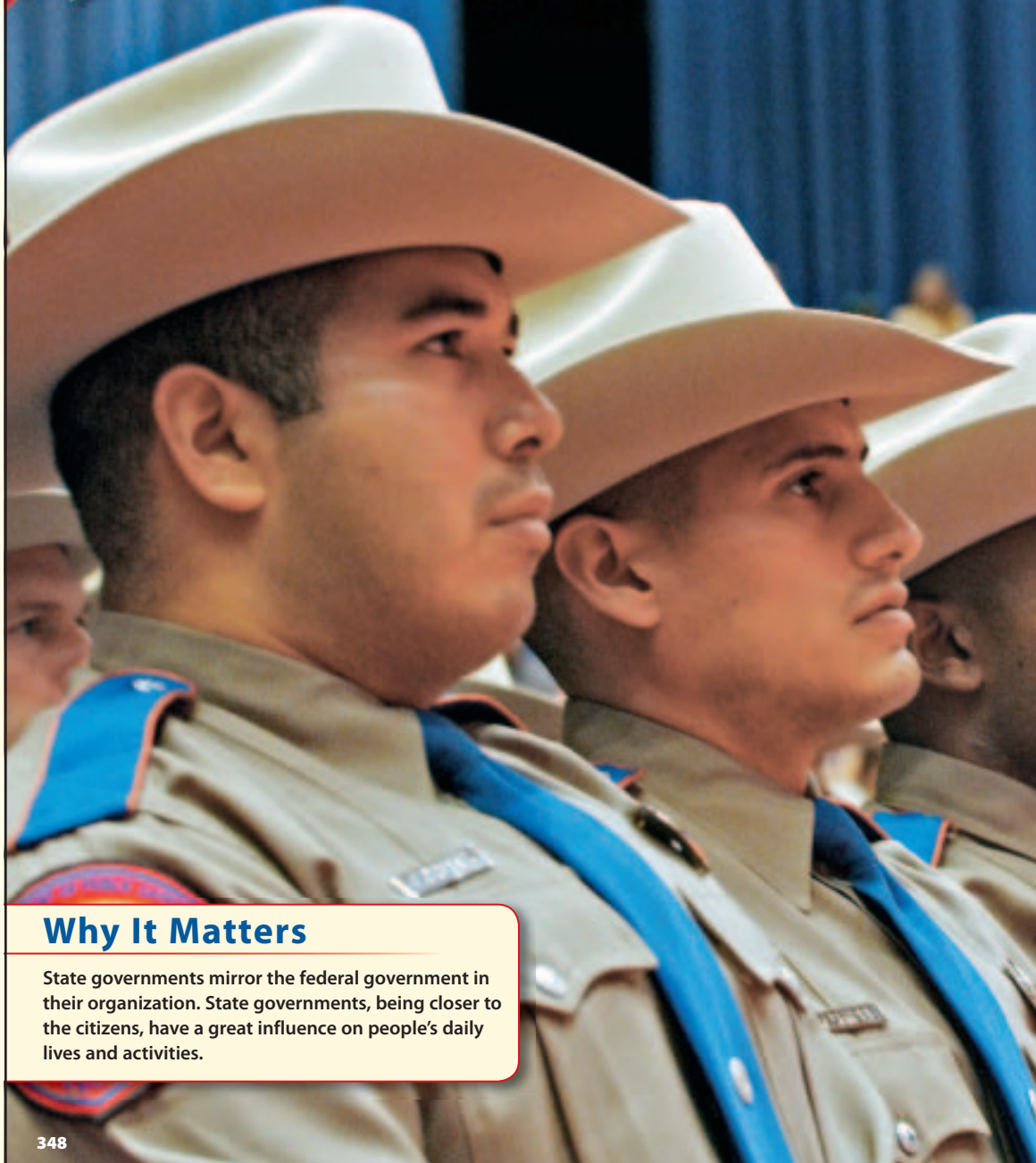
Why It Matters

Ask: How is the structure of state government similar to that of the federal government? (Both levels of government have three branches: legislative, executive, and judicial. Each level has a chief executive: the president and a state's governor. With the exception of Nebraska, all states have bicameral legislatures similar to Congress. Both levels have court systems, with the top court in both systems called the Supreme Court.)

More About the Photo

Visual Literacy Troopers of the Texas Highway patrol are responsible for enforcing traffic and criminal law, usually in unincorporated areas. They also serve as the Texas state police. State troopers also serve in management and administrative positions at Driver License Division offices. Every division office has at least 2 uniformed troopers assigned to it. One plain-clothes trooper also serves as the office's administrator.

State Government



Why It Matters

State governments mirror the federal government in their organization. State governments, being closer to the citizens, have a great influence on people's daily lives and activities.

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Teach

BIG Ideas As you begin teaching each section, use these questions and activities to help students focus on the Big Ideas.

Section 1

The Federal System **Ask:** Which powers do state governments share with the federal government? (Answers may include any of the following: collect taxes, charter corporations and banks, borrow

money, build roads, establish courts, make and enforce laws, and spend money for the general welfare.) Point out that in Section 1 students will examine how state governments work with each other and with the national government. **OL**

Section 2

The State Legislative Branch **Ask:** What limit is placed on state legislation? (It may not violate the Constitution or previously established federal law.) Tell students that in Section 2 they will learn how state legislatures function and address the problem of funding needed programs. **OL**

BIG Ideas

Section 1: The Federal System

Under our federal system, power is shared between the national government and the state governments.

Our federal system also establishes a special relationship between the national government and those of the individual states.

Section 2: The State Legislative Branch

The Constitution gives the legislative branch—Congress—the power to make laws.

State governments, which generally mirror the federal government in organization, address problems closer to citizens.

Section 3: The State Executive Branch

The Constitution gives the executive branch the power to execute, or implement, the law. Like the president on the national level, governors are the chief executives of the states.

Section 4: The State Judicial Branch

The judicial branch is charged with interpreting the law. Different levels of state courts administer justice.

FOLDABLESTM Study Organizer

Dinah Zike's Foldables

Purpose This Foldable guides the student to understand the branches of the state government system in comparison to the federal system. The completed Foldable will use tabs to help them identify the different branches. **OL**

More Foldables activities for this chapter can be found in the *Dinah Zike's Reading and Study Skills Foldables* ancillary.

Civics ONLINE

Introduce students to chapter content and key terms by having them access the **Chapter Overview** at glencoe.com.

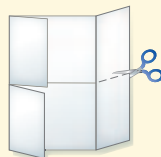
FOLDABLESTM Study Organizer

Organizing Information Study Foldable Make the following Foldable to organize information about the branches of state government.

Step 1 Mark the midpoint of the side edge of one sheet of paper. Then fold in the outside edges to touch the midpoint.



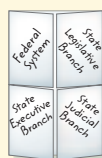
Cut along the fold lines on both sides.



Step 2 Fold the paper in half from side to side.



Step 3 Open and cut along the inside fold lines to form four tabs. Label the Foldable as shown.



Reading and Writing Fill out your Foldable as you read the chapter. You will organize information about the federal system and the three branches of state government.

Texas State troopers receive their commission

Section 3

The State Executive Branch Ask: **What are the qualities of a successful governor?**

(Answers may include the abilities to lead, to enlist the cooperation of diverse groups, to listen and respond to citizens' needs, to effectively represent state interests on the national scene, and to make decisions that are in the best welfare of the state.) Explain that in Section 3 students will learn about the roles played by state governors. **OL**

Section 4

The State Judicial Branch Ask: **Why is it necessary for state courts to settle the majority of legal matters?**

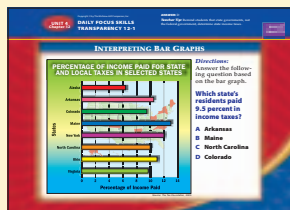
(Answers may include the idea that federal courts are reserved for interstate or treaty disputes, for violations of federal law, and for cases in which local, state, or federal laws may oppose the U.S. Constitution.) Explain that in Section 4 students will learn about the courts of the state judicial system. **OL**

Focus



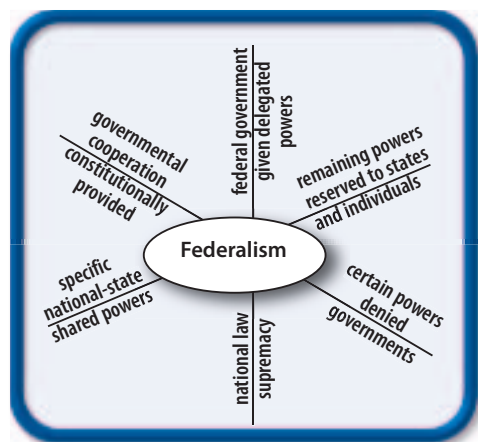
Bellringer

Daily Focus Transparency 12-1



Guide to Reading

Answers to Graphic:



Section Spotlight Video

To learn more about the federal system, have students watch the Section Spotlight Video for this section.

Resource Manager

The Federal System

Guide to Reading

Big Idea

Under our federal system, power is shared between the national government and the state governments.

Content Vocabulary

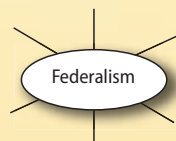
- federal system (p. 351)
- reserved powers (p. 352)
- concurrent powers (p. 353)
- grants-in-aid (p. 353)

Academic Vocabulary

- consent (p. 351)
- expanded (p. 353)

Reading Strategy

Summarizing On a web diagram like the one below, summarize the important features of the federal system of government.



Real World Civics

Did you know that your state has its own military force? The National Guard of each state, like these troops from Louisiana, is commanded by the governor of that state. The Framers established the National Guard as a way to balance state and federal power. A governor may call up the Guard during a natural disaster, such as Hurricane Katrina, or activate it to keep the peace during a civil disturbance. But the president can also federalize the Guard when needed for national interests.

▼ National Guard patrols New Orleans, 2006



R Reading Strategies	C Critical Thinking	D Differentiated Instruction	W Writing Support	S Skill Practice
Teacher Edition <ul style="list-style-type: none"> Using Context Clues, p. 351 Making Connections, p. 351 Act. Prior Know., p. 353 Additional Resources <ul style="list-style-type: none"> Pri. Source Read Act., URB p. 15 Cont. Voc., URB p. 20 Foldables, p. 73 	Teacher Edition <ul style="list-style-type: none"> Ident. Cent. Issues, p. 351 Det. Cause/Effect, p. 354 Additional Resources <ul style="list-style-type: none"> Critical Think. Act., URB p. 27 	Teacher Edition <ul style="list-style-type: none"> Visual/Spatial, p. 352 Additional Resources <ul style="list-style-type: none"> Diff. Instr. Act., URB p. 31 Reteaching Activity, URB p. 35 	Teacher Edition <ul style="list-style-type: none"> Persuasive Writing, p. 353 Additional Resources <ul style="list-style-type: none"> Enrichment Activities, URB p. 13 	Teacher Edition <ul style="list-style-type: none"> Categorizing, p. 352 Diagramming, p. 353 Additional Resources <ul style="list-style-type: none"> Daily Focus Trans., 12-1 Chart, Graph, and Map Skills, URB p. 29



Public Safety The states have the power to build and regulate roads as part of guarding the welfare of citizens. **Hypothesizing** Why do you think control of roadways was not left with the federal government?

Teach

C Critical Thinking

Identifying Central Issues Ask: **Why were powers divided by the U.S. Constitution?** (Answers may include the idea that the Framers wanted the national government to have enough power to function, but not total power, which could lead to abuse.) **OL**

R₁ Reading Strategy

Using Context Clues Ask: **Which words from the text explain the term “militia”?** (a military force) **BL**

R₂ Reading Strategy

Making Connections Ask: **In what emergencies might the National Guard be federalized?** (Answers may include war, massive civil disturbances such as riots, and natural disasters.) **OL**

Caption Answer:

Answers may include that state governments were geographically closer to roadways and could better oversee them.

Constitutional Basis for Federalism

Main Idea The U.S. Constitution created a federal system of government in which the central government and the state governments share power.

Civics & You Can you think of a way the state government affects your daily activities? Read more to find out what these state activities are and why the state pursues them.

The Constitution created a federal system of government, or federalism. The Constitution established an arrangement that gives the national government certain powers and reserves others for the states. There are also powers that the Constitution denies to each level of government. In addition, there are some powers that are shared by the

national government and by the state governments. The sharing, however, is not equal. If a state law conflicts with a national law, the national law must be followed. Federalism is a middle position between having an all-powerful central government and a system in which the states dominate. The writers of the Constitution wanted to place some limits on national power and yet not allow the states to be so strong that the central government would be ineffective.

Protecting States

The Constitution protects states in several ways. For example, no state can be divided or merged with another state without the states’ consent, or approval. States can maintain a militia—a military force called the National Guard—under the control of each state’s governor. In a national emergency, however, the president may federalize the National Guard, putting it under control of the U.S. armed forces.

Activity: Technology Connection

The National Guard Ask: **How does the National Guard differ from other military branches?** (While the regular, standing army serves mainly abroad regarding issues of international scope, the National Guard addresses domestic issues on the local, state, and national fronts. It can, however, provide necessary support in international conflicts as well.) To give students a better understand-

ing of the evolution from colonial militia to the current National Guard, ask student partners to research the history of the National Guard at www.ngb.army.mil/About/default.aspx. Have partners use their research to create a time line that shows at least six significant contributions made by state military forces. **OL**

Additional Support

Teacher Tip

When assigning a technology-based activity, have students work in pairs or groups so that less experienced students receive assistance from peers. Select reliable Web sites. It is a good practice to accompany verbal instructions with written ones for the finished product.

D Differentiated Instruction

Visual/Spatial Have students work in pairs to create posters illustrating powers prohibited to states. **ELL**

S Skill Practice

Categorizing **Ask:** Of the powers reserved to states, which protect the safety of citizens? (Most students will name establishment of police forces and law enforcement operations as well as the building of roads and bridges.)

For additional practice on this activity, see the **Skills Handbook**. **BL**

Analyzing Charts

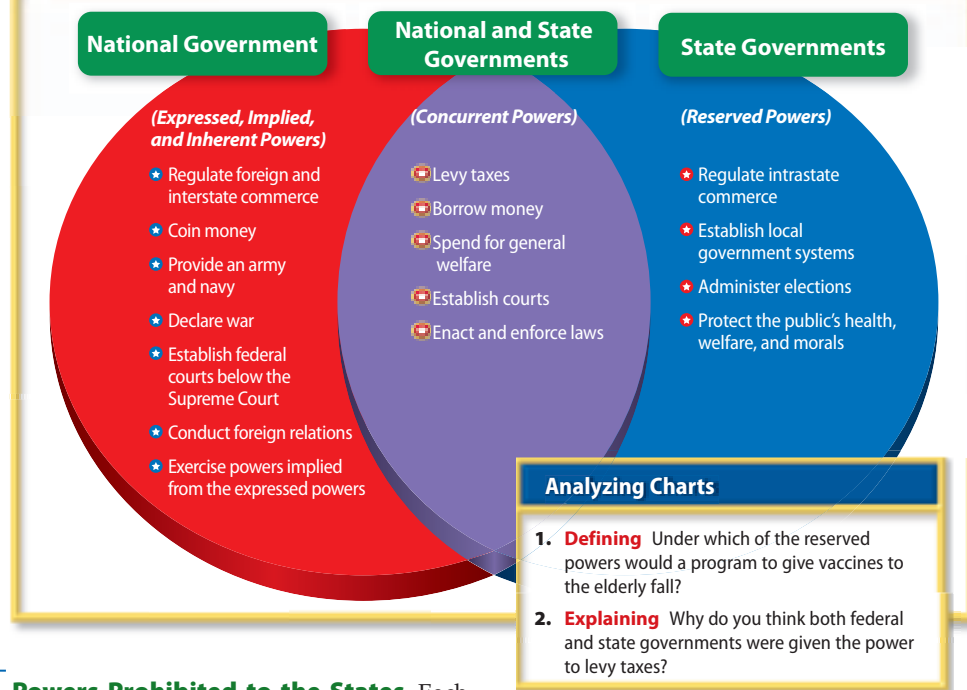
Answers:

1. protect the public's health, welfare, and morals
2. Answers may include the idea that both levels of government need revenue to fund programs and operations.

Differentiated Instruction

Division of Powers

Charts in Motion
See StudentWorks™ Plus or glencoe.com.



Powers Prohibited to the States Each state is largely free to govern itself the way its citizens consider best. Just as the U. S. Constitution denies certain powers to the national government, it also specifies what the state governments may not do. The explicit prohibitions are found in Article I, Section 10, as well as in many of the amendments to the Constitution. For example, the Constitution forbids states to declare war, to issue their own money, or to impose taxes on imports from other countries or states. The Constitution forbids any state from entering into a treaty on its own with another country. In addition, several constitutional amendments prevent state governments from taking away rights granted by the federal government. The most important of these is the Fourteenth Amendment, which guarantees all Americans equal protection of the laws.

Reserved Powers

The Tenth Amendment to the U.S. Constitution establishes that state governments may exercise *all* powers *not* given to the federal government or *denied* to the states. These powers are called **reserved powers** because they are reserved to the states. Among them are the powers to make marriage laws, to regulate education, and to hold elections.

In general, each state is responsible for the public health, safety, and welfare of its citizens. States and their governments set up police forces and other law enforcement operations. They build roads and bridges. They set educational requirements and provide money to run the schools. They organize local governments.

Using a T-Chart

- Objective:** To organize information by using T-charts
- Focus:** Discuss with students when T-charts can help organize information.
- Teach:** Ask why the details have been assigned to each column on page 29.
- Assess:** Ask students how the information is organized in each of the T-charts.
- Close:** Create a T-chart comparing the powers and responsibilities of the governor and the state legislature.

Differentiated Instruction Strategies

- BL** Make a T-chart to compare and contrast the rules at an elementary school and the rules at a middle school class.
- AL** What does the T-chart on page 30 tell you about the responsibilities and powers of the president as compared with those of the governor?
- ELL** Why is this method of organizing information called a T-chart?

CHART, GRAPH, AND MAP SKILLS ACTIVITY 12

Using a T-Chart

When reading social studies, you will often find it important to compare the relationships between ideas. As you do this, you may discover that organizing these relationships in your notes will help you better understand and recall them. One way to organize such information is by using a T-chart. These charts use a "T" shape to divide your notes into two categories, each with a single topic listed at the top of the chart. Because of the way T-charts divide information, they can show relationships such as similarities and differences, problems and solutions, or main ideas and details. The following techniques will help you use a T-chart.

- Identify the main topic you want to address in your chart. Write this topic at the top of your chart.
- Consider the relationships found within the information you will present and decide the best way to organize the T-chart. Will you show a comparison of two relationships, problems and solutions, or list main ideas and details. Create two related subheadings beneath the main topic.
- Organize the information in your chart. Place the information in columns in a logical manner that will make sense when you refer to your chart later. Include key facts and details related to the topic you have chosen.
- Use the chart to make comparisons and/or conclusions about the information you have included. Look for connections between pieces of information.

Practicing the Skill

Directions: Read the information in the T-chart below, and answer the following questions on a separate sheet of paper.

Federal	State
<ul style="list-style-type: none"> Federal law has supremacy over conflicting state law. Make treaties and declare war. Keep an army and navy in peacetime. Issue patents and copyrights. Regulate interstate commerce. 	<ul style="list-style-type: none"> Hold reserved powers of those not granted federal government or denied to the states. Exercise rights to be elected or during local emergencies. Make marriage and divorce laws. Negative elections. Organize elections. Protect public health, safety, and welfare.

C Critical Thinking

Determining Cause and Effect **Ask:** Why might a governor refuse extradition of a person charged with a major crime? (Answers may include the idea that the other state has produced insufficient evidence to show that a crime has been committed or that the accused is involved.) **AL**

Answer:

Answers may include careers in government as elected, appointed, or Civil Service employees.

Reading Check **Answer:** Reserved powers are powers that the U.S. Constitution gives neither to the federal government nor denies to the states. Thus, they are reserved to the states.

Civics ONLINE

Objectives and answers to the **Student Web Activity** can be found at glencoe.com under the Web Activity Lesson Plan for this chapter.

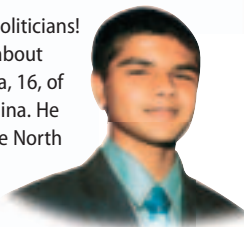
Hands-On Chapter Project Step 1

National Governors' Conference

Step 1: Research and Petition Student partners research the duties of one state governor and issues that affect that state. Pairs will present their state's concerns and petition for help from the federal government at a mock national governors' conference.

TIME Teens in Action**Prateek Peres-da-Silva**

Paging all future politicians! Check out this story about Prateek Peres-da-Silva, 16, of Carrboro, North Carolina. He spent one week in the North Carolina Governor's Page Program.



QUESTION: What's the Governor's Page Program all about?

ANSWER: High school students get the chance to spend a week in the state capital and learn about how government functions. Pages, students in the program, are assigned to help state workers with various tasks.

Q: How many pages are there?

A: About 1,000 kids from different counties around the state participate each year—20 each week. In addition to the daily responsibilities, pages attend press conferences, tour historic landmarks like the capitol and the legislative building—and they can meet the governor.

Q: Speaking of the governor, did you work with elected officials?

A: Yes! I attended meetings at the senate and spoke to several state senators. I also delivered mail and filed documents in the State Office of Management and Budget.

Q: How were you chosen for the program?

A: I filled out an application form and requested a reference letter from my district senator.

ACTION FACT: A music and sports lover, Peres-da-Silva was born in Goa, India.



North Carolina state legislature

Making a Difference**CITIZENSHIP**

- Describing** What might be some of the goals of students who take part in the page program?

Cooperation Among States The Constitution ensures that states cooperate with one another. Article IV encourages interstate cooperation by requiring states to give “full faith and credit” to the public laws and court decisions of other states. For example, a car registration or corporation charter issued by one state must be accepted in all other states.

Form of Government Article IV also requires every state to have a “republican form of government.” The federal government will protect each state against invasion and domestic violence. When a state or local police force cannot control violent incidents within a state, the governor may call for the assistance of federal troops. In return, states provide certain services to the federal government, such as conducting elections for state officials.

Extradition Article IV also ensures another type of cooperation. Often, someone who breaks the law in one state will flee to another state to avoid punishment. A state cannot legally punish a person for breaking the laws of another state. If requested to do so, however, a governor usually orders that a person charged with a crime be returned to the state where the crime was committed. Returning a suspected criminal is called extradition.

Sharing Responsibilities States cooperate in other ways as well, especially when they share a border. The neighboring states of New York and New Jersey, for example, are partners in an agency called the Port Authority. The Port Authority manages bridges, airports, and other transportation facilities that serve both states.

Reading Check **Defining** What are reserved powers?

Civics ONLINE

Student Web Activity Visit glencoe.com and complete the Chapter 12 Web Activity.

Directions Have each pair of students choose one state to research. Ask students to use the Internet to obtain current information from state government Web sites about the duties of the governor of their chosen state.

Organizing Have student partners chart four or five specific duties of their selected state's governor under the appropriate column headings: *Executive*, *Legislative*, and *Judicial*. Students will use their charts in Step 2 of this activity. **OL**

(Project continued in Section 2)

State Constitutions

Main Idea While differing in details, all state constitutions share many characteristics.

Civics & You Did you know that your state has a constitution that is similar to the U.S. Constitution? Read to find out how this document can affect your life.

Each state has its own constitution. Like the United States Constitution, a state constitution is a plan of government.

Typical Form and Content

State constitutions are similar in many ways to the U.S. Constitution. Every state constitution provides for separation of powers among three branches of government—legislative, executive, and judicial. The state constitutions outline the organization of each branch, the powers and terms of various offices, and the method of election

for state officials. States have also included their own bills of rights in their constitutions, which include all or most of the protections of the Bill of Rights in the U.S. Constitution.

Often, they also include rights not provided in the national Constitution, such as workers' right to join unions and protections for the physically challenged.

State constitutions also establish different types of local governments, including counties, townships, municipalities, special districts, parishes, and boroughs. State constitutions also regulate the ways state and local governments can raise and spend money. Finally, state constitutions establish independent state agencies and boards.

Just as the U.S. Constitution is the highest law in the nation, a state's constitution is the highest law in that state. State constitutions, however, cannot include provisions that clash with the U.S. Constitution.

Reading Check Comparing What do all state constitutions have in common?

Reading Check Answer: All provide for separation of powers, outline how each branch is organized, describe the powers and terms of various offices, specify the method of election of state officials, and include a bill of rights.

Assess



Study Central™ provides summaries, interactive games, and online graphic organizers to help students review content.

Close

Differentiating Have students work in pairs to differentiate reserved powers from delegated powers. Ask students to create a T-chart to list powers in one of two columns headed *State Powers* and *Federal Powers*. **OL**



Vocabulary

- Define** the following terms and use them in complete sentences related to the way state and federal governments work together: *federal system, reserved powers, concurrent powers, grants-in-aid*.

Main Ideas

- Describing** What happens in a federal system, like that of the United States, if a state law conflicts with a national law?
- Identifying** What are three areas usually covered in state constitutions?

Critical Thinking

- BIG Ideas** How are reserved powers different from concurrent powers?
- Identifying** On a chart like the one below, identify the reserved powers given to states.

Reserved Powers
1.
2.
3.
4.

CITIZENSHIP Activity

- Persuasive Writing** Do you think there should be term limitations for every elected government official at all levels—local, state, and federal? Why or why not? Express your views in an essay.



Study Central™ To review this section, go to glencoe.com.

Answers

- Sentences should use vocabulary words according to their definitions in the section and in the Glossary.
- The national law takes precedence (national supremacy).
- State constitutions provide for the separation of powers between branches and outline the organization of each branch, designate the powers and terms of various offices and the method of election of state officials, and include a bill of rights.

- Reserved powers belong only to states, while concurrent powers are shared by both national and state governments.

Reserved Powers
1. Regulate intrastate commerce
2. Establish local government systems
3. Administer elections
4. Protect the public health, welfare, and morals

- Student essays will vary. Some students may write that terms for all officials should be limited to avoid abuses of power such as those demonstrated during the days of party machines. Others will argue that term limits are necessary at certain levels, such as federal and state, or in certain positions, such as the chief executive officers of the national and state governments. Still others may state that term limits are unnecessary as the people should decide who best will serve the country, state, or local area.



D Differentiated Instruction

Logical/Mathematical Ask: What math term can be used in place of the word “deductions”? (subtractions) **BL**

R Reading Strategy

Making Connections Ask: When might you personally benefit from Medicare? (at age 65 or, if disabled, before age 65)

AL



Analyzing Economics

Answers:

1. Net pay represents “take home” pay, or the amount workers receive after all deductions have been subtracted from their gross, or full, pay.
2. Answers may include the idea that workers should monitor deductions to be sure they are accurate.

Additional Support



What Information Is on Your Paycheck?

If you work 40 hours a week and receive \$15 an hour, you earn \$600. When you get your paycheck, one thing is obvious: Your net pay—the amount of money you take home—is not the same amount as your earnings. Your take-home pay is total earnings minus the deductions.

Period Ending: June 15, 2006

Name: Olivia Detwiler

	This Period
Gross pay	\$1,041.60
Deductions:	
Federal Income Tax	-\$82.19
Social Security Tax	-\$64.59
Medicare Tax	-\$15.11
State Income Tax	-\$34.27
City Income Tax	-\$3.14
Net Pay	\$842.30



Confirming your net pay is important, but what other information is provided on a typical pay stub?

- Pay period is how often you are paid.
- Gross pay is your pay before deductions.
- Net pay is your pay after deductions.
- Federal income tax withheld
- You might also choose to withhold a percentage of your gross income to put into a retirement account.



Analyzing Economics

1. **Explaining** How does net pay differ from gross pay?
2. **Analyzing** Why is it important to keep track of all the amounts on your pay stub?

Activity: Economics Learning

Federal Taxes Organize students into six groups. Have two groups research the history and reasoning behind federal tax on personal income. Have two groups do the same for the Social Security tax. Have the final two groups research Medicare and Medicaid taxation. Students can find information on these forms of taxation on the Internet at www.ustreas.gov/education/fact-sheets/taxes/ustax.shtml.

Have one group from each pair support its tax, while the other group disagrees with it. Ask groups to illustrate the evolution of their assigned tax in cartoon form. Cartoons should show both facts and the group's opinion of the tax. **OL**

Guide to Reading

Big Idea

The Constitution gives the legislative branch—Congress—the power to make laws.

Content Vocabulary

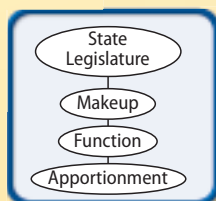
- unicameral (p. 358)
- bicameral (p. 358)
- census (p. 359)
- apportionment (p. 359)
- malapportionment (p. 359)

Academic Vocabulary

- revise (p. 359)
- whereas (p. 360)

Reading Strategy

Summarizing As you read, take notes by completing a web diagram like the one below by adding details under each of the three secondary heads.



The State Legislative Branch

Real World Civics As a country of immigrants, people who represent you in government come from many different backgrounds. Pedro Colón is the first Latino representative in the Wisconsin State Legislature. His district is 39 percent Latino, making it the majority ethnic group in that district. Colón's job is to represent all Wisconsin citizens in his district, however. Who represents your interests in your state?

▼ Pedro Colón speaks in Wisconsin



357

Focus



Bellringer

Daily Focus Transparency 12-2



Guide to Reading

Answers to Graphic:

State Legislature:

Makeup: bicameral with the exception of Nebraska; upper house—senate; lower house—house of representatives
Function: introduce bills; study bills in committees; pass or defeat bills; work out compromise bills in conference committees; pass compromise bills

Apportionment:

congressional districts set up or reexamined after each census; now apportioned based on equal population

Section Spotlight Video

To learn more about the state legislative branch, have students watch the Section Spotlight Video for this section.

Resource Manager

R Reading Strategies	C Critical Thinking	D Differentiated Instruction	W Writing Support	S Skill Practice
Teacher Edition <ul style="list-style-type: none"> • Identifying, p. 358 Additional Resources <ul style="list-style-type: none"> • Cont. Vocab., URB p. 20 • Acad. Vocab., URB p. 21 • Guided Read., URB p. 38 	Teacher Edition <ul style="list-style-type: none"> • Comparing/Contrasting, p. 358 Additional Resources <ul style="list-style-type: none"> • Quizzes and Tests, p. 141 	Teacher Edition <ul style="list-style-type: none"> • Logical/Math., p. 358 Additional Resources <ul style="list-style-type: none"> • Reteaching Activity, URB p. 35 • School-to-Home Connection Activity, URB p. 33 	Teacher Edition <ul style="list-style-type: none"> • Personal Writing, p. 360 Additional Resources <ul style="list-style-type: none"> • Stan. Test Practice, p. 23 	Teacher Edition <ul style="list-style-type: none"> • Using Geo. Skills, p. 359 Additional Resources <ul style="list-style-type: none"> • Daily Focus Trans., 12-2 • Pol. Cartoons Trans. 12

Teach

R Reading Strategy

Identifying Ask: What names are given to state lawmaking bodies? (general assemblies or legislatures) **BL**

D Differentiated Instruction

Logical/Mathematical Ask: Why might the minimum age for any state legislator be 18? (Citizens of the United States must be 18 years old in order to vote.) **OL**

C Critical Thinking

Comparing and Contrasting Ask: In what ways are the presiding officers of the senate both the same and different on the national and state levels? (Both are called senate president; however, the vice president of the United States leads the U.S. Senate, while the lieutenant governors of states lead state senates.) **OL**

Caption Answer:

A bicameral legislature is a two-house legislature.



Legislative Sessions The New Jersey legislature gives Governor Corzine a standing ovation following his speech about budget issues in 2006. **Describing What is a bicameral legislature?**

How Legislatures Function

Main Idea State legislatures pass the laws that govern the states.

Civics & You Can you name your state representative or senator? Read to find out what these important people do for your state's government.

R State lawmaking bodies vary in name and size. In some states the legislature is called the general assembly. Most states, however, call it the legislature. New Hampshire, one of the nation's smallest states in area and population, has the largest legislature—more than 400 members. Nebraska has the smallest, with only 49 members.

Organization

Except for Nebraska's **unicameral**, or one-house, legislature, every state has a **bicameral** legislature, with an upper house, called the senate, and a lower house, usually called the house of representatives. Senators typically

serve four-year terms, and representatives two-year terms. Generally, members must be American citizens and live in the district they represent. In most states, representatives must be at least 18 years old, while the minimum age for senators ranges from 18 to 30.

Originally, service in the state legislature required little time. As state governments have gained ever-growing responsibilities, however, membership in the legislature has become a far more demanding job. Some legislatures meet year-round, and pay for members is becoming more suited to the level of work.

What Do Legislatures Do?

State legislatures operate much like the U.S. Congress. Each house has a leader. A speaker of the house directs business in the house of representatives, and a president does the same in the senate. The majority political party selects the house speaker, and in states where the lieutenant governor does not preside over the senate, the majority party picks the senate president. Leaders have great influence over what happens to proposed legislation.

Differentiated Instruction

Formulating Questions

- Objective:** To formulate questions
- Focus:** Discuss how formulating questions can increase understanding.
- Teach:** Review the terms "concurrent powers" and "reserved powers."
- Assess:** As a class, discuss how student questions increase understanding of the information on the chart.
- Close:** Have students write a header for the table to help use it in a discussion of concurrent and reserved powers.

Differentiated Instruction Strategies

- BL** How could a table such as this one help you study for a quiz or test?
- AL** Where in a book can students look to find information about the source and authors of a graphic such as this table?
- ELL** Have students rephrase the powers in their own words before formulating their questions.

Formulating Questions

Learning the Skill

Formulating questions allows you to investigate information in further detail. Formulating questions as you read or review information can help you think more critically about the material. Use the following guidelines to help you formulate questions:

- Consider background issues that might not be directly addressed in the text, such as who wrote it, when, and for what purpose.
- Determine the main idea of the text and consider its organization. Are these important issues clear or confusing?
- Consider the significance of the text. Is it a unique or important historical document? Could it be significant to a certain group of people or to a specific organization?
- Think about your own experience. Does the text or information relate to what you may have learned from other sources? If it does in different ways, what you already know?

Practicing the Skill

Directions: Study the table. Then formulate two questions about the table.

Concurrent Powers	Reserved Powers
Create and enforce laws	Create local governments
Create courts	Control public school systems
Levy and collect taxes	Create law enforcement institutions
Declare martial law	Build roads and bridges
Regulate interstate commerce	Determine criminal sentences
Determine qualifications for voting in the state	Hold elections
Regulate marriage and divorce	

How Bills Become State Law Ideas for bills come from many sources, including the governor, individuals, and the legislators themselves. After a member in either house introduces a bill, it goes to the appropriate committee of that house.

The committees study bills, hold hearings, and **revise**, or change, the bills if necessary. In many cases, bills die in committee, never making it to a vote. Otherwise, a committee may send a bill to the full house, with a recommendation that it be passed or rejected. If the two houses pass differing versions of the same bill, it goes to a conference committee, which works out agreeable language. Both houses must approve the final version of a bill, and the governor must sign it before it becomes a law.

Legislative Districts Representatives to the U.S. Congress and the state legislatures are elected from districts. In most states, legislatures draw the boundary lines for each election district.

The U.S. Census Bureau takes a national **census**, or population count, every 10 years. So every 10 years, state legislatures set up or reexamine congressional districts.

Unequal Representation For many years, state senate districts were based roughly on land area, and state house districts were **apportioned**, or divided into districts, based on population. Area-based districts often produced **malapportionment**, or unequal representation, in many state legislatures. For example, a city district and a rural district might each have had one senator, even though the city district had 10 times as many people. U.S. Supreme Court rulings in the 1960s established that state legislatures must be apportioned on the basis of equal population. As a result, many states had to reapportion their legislatures.

Reading Check Defining What is a census?

S Skill Practice

Using Geography Skills Provide students with a map showing districts for state elections. Ask students to identify their election district. **Ask:** Why are some districts significantly smaller in size than others? (District boundaries are drawn based on population. Large cities account for much of a state's population. Consequently, a single district may consist of only one city.) **ELL**

Reading Check Answer: a population count

TIME

Political Cartoons



—Chris Britt/Copley News Service

Chris Britt, the creator of this cartoon, is commenting on a Supreme Court decision on *eminent domain*, which is the right of the government to take private property for public use.

1. What does the crane represent?
2. On what foundation is the house sitting?
3. What details in the cartoon convey the cartoonist's opinion of this Supreme Court ruling?

TIME Political Cartoons

Answers:

1. the Supreme Court's ruling on eminent domain
2. property rights
3. Answers may include the balloon comment of the people in the house and the sign suggesting that the property is being seized for an unimportant reason.

Hands-On Chapter Project Step 2

National Governors' Conference

Step 2: Identifying Issues of State Concern Student partners continue to prepare for the National Governors' Conference.

Directions Have student partners use the Internet to research current issues of concern in their assigned states. Explain that state newspapers are a good source of online information about problems state and local governments face. Ask students to identify three issues and to categorize them as either executive, legislative, or judicial problems for the state.

Focusing on a Problem Have student partners select one state problem that could be resolved with help from the federal government. Ask partners to list solutions the state has tried and barriers to the solutions, such as funding, federal regulations, and so on. Students will use the problem information in Step 3 of the activity. **OL**

(Project continued in Section 3)

W Writing Support

Personal Writing Have students write a letter to one of their state legislators about a problem the state government is failing to address or addressing ineffectively. Remind students to clearly state the problem, explain why current state measures are ineffective or inadequate, and how their ideas could help the state resolve the issue. **AL**

Reading Check **Answer:** State legislators face issues such as crime, drug abuse, and raising taxes or cutting programs.

Assess



Study Central™ provides summaries, interactive games, and online graphic organizers to help students review.

Close

Paraphrasing Have students work in pairs to write a paraphrase of the section. Ask pairs of students to exchange written paraphrases with another pair of students and assess how the other pair represented each major idea in their own words. **OL ELL**

Section 2 Review

Problems Facing States

Main Idea Today's state governments face many difficult challenges.

Civics & You When you do not have enough money to do or buy everything you want, how do you decide what to spend your money on? Read to find out how state legislators address this thorny problem.

W Americans expect a great deal from their state governments. They demand better public transportation, better schools, and better services for disabled and disadvantaged people. They also expect state governments to protect the environment, regulate business, and reduce crime and drug abuse.

Paying for Service, State governments, however, are finding it difficult to pay for these services. Many legislators refuse to vote to raise taxes. Also, **whereas** federal grants paid for many of these services in the

past, the federal government has eliminated many the grants because of its own budget concerns.

A Tough Choice

As a result, state governments face a difficult choice: Should they cut programs or raise taxes to pay for them? Legislators fear they may be defeated in the next election if they raise taxes. They also want to avoid cutting essential services. Cutting services at a time when challenges are mounting may be considered irresponsible.

The U.S. Supreme Court's rulings of the 1960s also increased the representation of city dwellers in state legislatures. Since the larger cities are where crime, drug abuse, and unemployment are often highest, today's state legislators face great pressure in dealing with these issues.

Reading Check **Describing** What issues face state legislators today?

Section 2 Review

Vocabulary

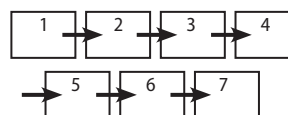
- Write** complete sentences for each of the following terms related to state legislatures: *unicameral, bicameral, census, apportion, malapportionment.*

Main Ideas

- Concluding** Why did the Framers leave it to the states to make laws that govern state citizens?
- Evaluating** Which problem facing your state do you feel is the most serious? Why? What do you think the state government should do about the problem?

Critical Thinking

- BIG Idea:** Originally most state legislatures required only part-time lawmakers. Today many state legislators work full time. Do you think this is a good development? Why or why not?
- Sequencing** On a graphic organizer like the one below, write the steps a bill takes on its way to becoming a law.



- Inferring** What is one problem the legislature of New Hampshire might face because of its large size? Nebraska's because of its small size?

Citizenship Activity

- Expository Writing** Choose one of your state representatives or senators to research. Write a brief biography of the person, focusing on his or her legislative priorities.



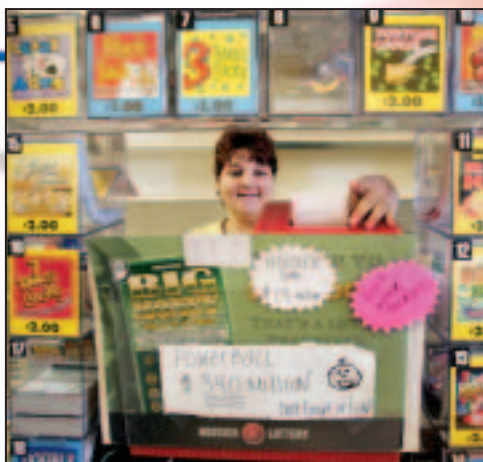
Study Central™ To review this section, go to glencoe.com.

Answers

- Sentences should use vocabulary words according to their definitions in the section and in the Glossary.
- Answers may include the idea that state governments are closer to their citizens and, thus, better able to make laws necessary for their welfare and protection.
- Answers will vary but should accurately reflect a current state problem and propose a reasonable government solution.
- Most students might state that full-time legislators are needed because of an expanded population.
- 1:** Bill is introduced by a legislator; **2:** Bill is considered in committee; **3:** Bill is voted on by full house; **4:** Bill is sent to other house for consideration; **5:** Other house revises the bill; **6:** Compromise bill is worked out in joint committee; **7:** Both houses pass the compromise bill; **8:** Bill is sent to the Governor for signature
- Answers may include the ideas that New Hampshire's large legislature may have difficulty reaching a consensus on an issue, while Nebraska's small legislature may be easily influenced by special interest groups or may not represent diverse opinions.
- Student biographies will vary but should focus on a state legislator and present accurate, verifiable information on the legislator's life and legislative priorities.

Is a lottery a good way to raise state revenue?

In a recent year Americans spent \$50 billion on state lotteries—more money than on reading materials or attending movies. Half of that money was returned to the winners. After paying their other costs, the states kept about \$15 billion. Many states use the money to help finance education. Although gambling is a controversial way to raise money, about four of every five states today uses the lottery. Some states feel pressure to use a lottery because of the fear that their citizens will gamble in a neighboring state. Studies have shown that the poor spend a higher portion of their income on lotteries than do middle- and upper-income people. Because the lottery is a substitute for other forms of taxation, the question has been raised, “Is a lottery a good way to raise state revenue?”



D An attendant rings up lottery ticket sales in Indiana for the multistate lottery drawing.

YES

State lotteries are not new. Between 1790 and 1860 more than half the states used them to finance things such as hospitals, libraries, jails, and schools. Usually, states adopt the lottery as a way to avoid raising taxes. State legislators consider the lottery a voluntary tax because people do not have to play. Executive Director Alan R. Yandow's report on the Vermont lottery is typical of many states: “As much fun as our games are, and as much fun as we have bringing them to you, we’re just as serious about the good we do for Vermont. Every year since 1998, all Vermont Lottery profits go exclusively to support the Vermont Education Fund. Last year alone, that meant more than \$19 million for the state’s Education Fund.”

—Alan R. Yandow, Executive Director of Vermont Lottery Commission

NO

Opponents of state lotteries cite the rising number of people addicted to gambling and studies that show the lottery hurts people with low incomes. Andy Rooney of *CBS 60 Minutes* said, “There ought to be a law making it compulsory for anyone who reports the name of the winner of a lottery, to also give the name of all the losers. . . . Lower income people in Massachusetts . . . spent 15 times as much on gambling as people who make a decent living. . . . We approve of using some of our tax money for welfare to help the helpless. What I don’t approve of is any government agency buying radio commercials to encourage the poor to waste what we give them on lottery tickets.”

—Andy Rooney, *CBS 60 Minutes*

Debating the Issue

- Identifying** About how many states use the lottery to raise money?
- Recalling** What income group spends the greatest percentage of its money on lottery tickets?
- Explaining** Why do legislators and governors often support the lottery as a means of raising state money?
- Concluding** What arguments for and against the lottery are most convincing?

Chapter 12 361

Activity: U.S./World Connections

Lottery Fraud Explain the concepts of “fraud” and “scam” (an act meant to deceive or trick). Tell students that many people receive notification through Internet e-mail, by phone, or by mail that they have won an international lottery. Have students work in pairs to research rules regarding the partici-

pation of American citizens in international lotteries. Direct students to the following Internet site for their research: www.ftc.gov/bcp/online/pubs/alerts/intlart.htm. Have students create a poster for display in the school or in the community that alerts others about international lottery fraud. **OL**

D Differentiated Instruction

Logical/Mathematical Ask: Why can readers *not* conclude that poor people spend more total dollars on lottery tickets than people of higher incomes?

(Although poorer people spend a higher percentage of their incomes, their incomes are much lower than those in average- or high-income brackets. Therefore, the percentage does not necessarily reflect more dollars spent.) **AL**

C Critical Thinking

Making Inferences Ask: What might be inferred about Andy Rooney’s feelings based on the last sentence of his quote?

(Rooney resents poor people spending public assistance money to play lotteries.) **OL**

Debating the Issue

Answers:

- approximately 40
- the poor
- Many consider lotteries to be a voluntary tax since people can choose whether they wish to participate.
- Answers will vary. **Pro-lottery:** idea of a voluntary tax or the use of funds for education; **Anti-lottery:** gambling addiction and the harm caused to the poor

Additional Support

Focus



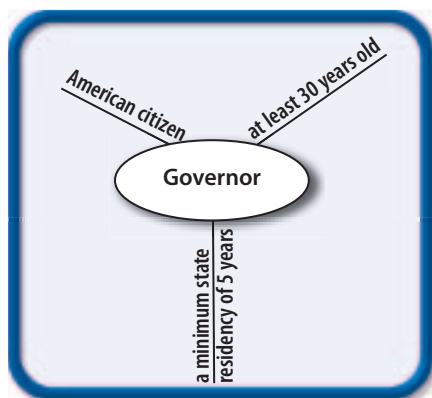
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Daily Focus Transparency 12-3



Guide to Reading

Answers to Graphic:



Section Spotlight Video

To learn more about the state executive branch, have students watch the Section Spotlight Video for this section.

Resource Manager

Guide to Reading

Big Idea

The Constitution gives the executive branch the power to execute, or implement, the law.

Content Vocabulary

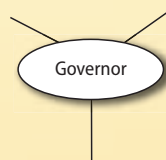
- line-item veto (p. 364)
- commute (p. 364)
- parole (p. 364)

Academic Vocabulary

- issue (p. 363)
- guideline (p. 364)

Reading Strategy

Organizing As you read, identify three qualifications for governor required by most states.



The State Executive Branch

Real World Civics The most powerful job in your state is the office of governor. Who runs for this office? In the past it was men, with wives sometimes taking over the office if their husbands died while serving. In 2002, Jennifer Granholm became the first female governor elected in Michigan. Like the president of the United States, Governor Granholm runs a large government with budgets and a bicameral legislature. A major focus of her successful campaign was a “Jobs Today, Jobs Tomorrow” plan, which she promotes across the state.

▼ Governor Granholm promotes her agenda across Michigan



R Reading Strategies	C Critical Thinking	D Differentiated Instruction	W Writing Support	S Skill Practice
Teacher Edition <ul style="list-style-type: none"> • Using Context Clues, p. 363 Additional Resources <ul style="list-style-type: none"> • Content Vocab., URB p. 20 • Acad. Vocab, URB p. 22 • Guide Read., URB p. 39 	Teacher Edition <ul style="list-style-type: none"> • Drawing Con., p. 363 • Comparing/Contrasting, p. 365 Additional Resources <ul style="list-style-type: none"> • Biography Activity, URB p. 23 	Teacher Edition <ul style="list-style-type: none"> • Logical/Math., p. 364 Additional Resources <ul style="list-style-type: none"> • Reteaching Activity, URB p. 35 • School-to-Home Connection Activity, URB p. 34 	Teacher Edition <ul style="list-style-type: none"> • Personal Writing, p. 364 Additional Resources <ul style="list-style-type: none"> • Writing Skills Activity, URB p. 25 	Teacher Edition <ul style="list-style-type: none"> • Assessing Value, p. 363 Additional Resources <ul style="list-style-type: none"> • Chart, Graph, and Map Skills, URB p. 29 • Daily Focus Trans., 12-3



Governors Meet Governors from Iowa, Delaware, Virginia, and Arkansas grill meat at the national governors' meeting in Iowa. **Comparing** What do the offices of president and governor have in common?

Powers and Duties of the Governor

Main Idea Governors are the chief executives in all state governments.

Civics & You What do you know about your state's governor? Read to find out how he or she got the job.

Like the federal government, every state has an executive branch consisting of a chief executive—the governor—and a number of departments and agencies.

Becoming a Governor

Each state constitution lists the qualifications for the office of governor. In most states a governor must be an American citizen, at least 30 years old, and a resident of the state for at least 5 years. Most governors have previously been elected to other public offices or been active in state politics.

Almost all potential governors begin by gaining the nomination of a major political party, usually by winning a primary. Then that party nominee runs in the general election, usually with a lieutenant governor. Most governors serve four-year terms. In nearly every state, a governor can be impeached and removed from office for committing a crime. In some of the states, the voters themselves can take steps to unseat their governor by demanding a special “recall” election. In 2003, California voters recalled their governor and replaced him with actor Arnold Schwarzenegger.

Head of the Executive Branch

Like the president of the United States, a governor heads the executive branch of state government and fills many of the same kinds of roles. A governor is the state's chief executive, responsible for carrying out the laws of the state. To help with this job, the governor issues, or distributes, executive orders to a large state bureaucracy.

Teach

S Skill Practice

Assessing Value Ask: Why might it be helpful for gubernatorial candidates to have experience in other public offices or in state politics? (Answers may include the idea that candidates would then be well-known within the state or the party and that they would be familiar with state government operations.) **OL**

C Critical Thinking

Drawing Conclusions Ask: What conclusion can be drawn about the party affiliation of the lieutenant governor candidate? (Both the lieutenant governor and governor candidates belong to the same political party.) **BL**

R Reading Strategy

Using Context Clues Ask: Which synonym for the word “issues” does the text provide? (distributes) **ELL**

Caption Answer:

both are chief executive officers and are responsible for carrying out the laws of their branch of government

Hands-On Chapter Project Step 3

National Governors' Conference

Step 3: Preparing Computer Presentations Student partners will prepare their issues of concern for presentation at the National Governors' Conference.

Directions Ask partners to create a computer presentation that focuses on the state problem identified in Step 2 of this activity. Student presentations should include a

minimum of five slides with a title slide and a closing slide. The title slide should include a visual that displays what the governor would like the federal government to do to help the state with its problem. The following slides should present the problem, explain how it affects citizens of the state, and suggest a federal government solution. The closing slide should summarize the presentation in a dramatic, effective way. **OL**
(Project continued in Section 4)



W Writing Support

Personal Writing Have students write an essay either supporting or condemning a governor's power to grant parole. Explain that students must weigh the advantages of relieving overcrowded prison conditions with the concept of allowing criminals to serve less time than originally deemed appropriate by the judge or jury. **OL**

D Differentiated Instruction

Logical/Mathematical Ask: How many states have had at least one female governor? (slightly less than 25 states) **BL**

Analyzing Charts

Answers:

1. The governor is in charge of the state's National Guard.
2. the governor's executive duties, because the governor carries out state laws and deals with a large bureaucracy

Reading Check **Answer:** A governor can pardon criminals, commute their sentences, or grant paroles.

Differentiated Instruction

Powers/Duties of Governor

Charts in Motion
See StudentWorks™ Plus or glencoe.com.

- Judicial Leader**
Offers pardons and reprieves; Grants parole
- Ceremonial Leader**
Greets important visitors; Represents the state
- Chief Executive**
Carries out state laws; Appoints officials;
Prepares a budget
- Chief Legislator**
Proposes legislation; Approves or vetoes legislation
- Commander in Chief**
In charge of the National Guard (state militia)
- Party Leader**
Leads the political party in the state



Analyzing Charts

1. **Explaining** What connection does the governor have to the National Guard?
2. **Comparing** Which role of the governor would probably take the most time? Why?

The governor appoints some of the state's top officials. In most states the governor is also responsible for preparing a budget and winning its approval from the legislature. Governors also exercise various legislative and judicial duties and responsibilities.

Legislative and Judicial Duties The governor can suggest new bills and try to persuade the legislature to pass them. All governors have the power to veto bills the legislature has passed. Governors in 43 states have the power to veto specific parts of a bill—an action called a **line-item veto**. State legislatures may override governors' vetoes. Usually, however, overrides require a two-thirds ratio and are rare.

Governors also have judicial powers. A governor may grant pardons to criminals or **commute**—reduce—a sentence. Governors also have the power to grant prisoners **parole**, an early release from prison, within certain guidelines, or rules.

One Office, Many Roles Governors play other roles as well. Every governor heads the state National Guard. The governor is the state leader of his or her political party. The governor also serves as ceremonial leader of the state.

Until recently nearly all governors were white males. Since the 1960s, nearly half the states have elected female governors. Several Southwestern states have elected Latino governors. Washington State and Hawaii have had Asian American governors. The first Asian American governor was George R. Ariyoshi of Hawaii, elected in 1974. The nation's only elected African American governor was Lawrence Douglas Wilder. He served as governor of Virginia from 1990 to 1994.

Reading Check **Recalling** What judicial powers does a governor have?

Jennifer Granholm

- Objective:** To learn about the political life of Jennifer Granholm
- Focus:** Have students review the duties of a governor.
- Teach:** Discuss why women are underrepresented in political offices.
- Assess:** Summarize Granholm's career path and list her accomplishments.
- Close:** Create a reelection campaign ad for Granholm.

Differentiated Instruction Strategies

- BL** Explain why Granholm went to college and how she paid for her education.
- AL** Ask students to discuss Granholm's chances of becoming president. Have them describe what they think might be her qualifications.
- ELL** Name one important change Granholm made to improve citizens' health.

Biography Activity 12

Jennifer M. Granholm (1958–)

Jennifer M. Granholm made an unlikely choice for Michigan's first female governor. A Grand Rapids, one-time beauty queen, Granholm spent several years in Hollywood, hoping to become a film star. Her early ambition, however, soon faded. Granholm quickly became interested in politics. After earning her degree from the University of California at Berkeley, she moved to Michigan and became a top federal prosecutor, achieving prominence in the process. In 1996, Granholm entered her first major political campaign when she won election to Michigan's first-term attorney general. As attorney general, Granholm focused on protecting citizens and consumers. To promote Internet safety, she established a High Tech Crime Unit. After the September 11, 2001, terrorist attacks, she worked with her state's attorney general to pass legislation to prevent acts of terrorism.

In 2002, the people of Michigan elected Granholm as the state's first female governor. When elected Granholm was one state legislator, one of whom had much more political experience than the 45-year-old Granholm.

Creating 'Cool Cities'

Since her election, Granholm has achieved significant goals in Michigan. After her second year in office, she created a new program called 'Cool Cities' to encourage cities to be more environmentally friendly by having downtown green spaces.

Granholm has also helped to improve health care in the state, including health benefits for more than 300,000 people who previously were uninsured. 50,000 of whom are children. She has created a new program called 'Cool Cities' to encourage cities to be more environmentally friendly by having downtown green spaces.

Executive Departments

Main Idea Top officials in charge of executive departments assist the governor.

Civics & You Have you ever needed help doing a tough job? Read to find out about the people who help the governor run the state.

Not every governor has a cabinet, but every state has a number of top officials who are in charge of executive departments and who advise the governor on important issues. Governors appoint many of these officials. In most states, however, some of these officials are elected.

While the top officials vary from state to state, most states have a few in common. In most states, a secretary of state manages elections and maintains the state's official records. An attorney general represents the state in lawsuits and gives legal advice to the governor, state agencies, and the legislature. A superintendent of public instruc-

tion (sometimes called a commissioner of education) sets educational standards and oversees the state's public schools. A treasurer collects taxes and invests state funds. An auditor reviews the record-keeping of state agencies to make certain that money is used according to state law.

In addition, every state has a number of executive departments, agencies, boards, and commissions. Some, such as departments of justice, agriculture, and labor, are like their federal counterparts. Others exist only at the state level. Most states have a department or board of health, which runs programs in disease prevention and health education. Most of the states also have departments of public works and highways, which are responsible for building and maintaining roads, bridges, and public buildings. Many states have a state welfare board to help the unemployed and people living in poverty.

Reading Check Describing What does a secretary of state do?

C Critical Thinking

Comparing and Contrasting Ask: Which state departments also exist in the national government? (*justice, agriculture, and labor*) **ELL**

Reading Check Answer: A secretary of a state manages elections and maintains state records.

Assess

Civics ONLINE

Study Central™ provides summaries, interactive games, and online graphic organizers to help students review content.

Close

Organizing Have student groups create a day-planner page detailing one day in the life of a state governor. Ask groups to include at least one activity from each of the governor's roles. Ask groups to exchange schedules and to compare the scheduled activities to the roles described in the text. **OL**

Section Review

Vocabulary

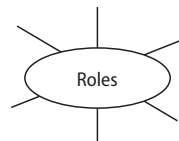
- Define** the following terms and use each in a sentence or short paragraph related to state governors: *line-item veto*, *commute*, *parole*.

Main Ideas

- Identifying** What legislative powers do governors have?
- Describing** What role does an attorney general perform in state governments?

Critical Thinking

- BIG Ideas** Do you think a governor should have the power to pardon or commute the sentence of a person convicted of a crime? Why or why not?
- In a graphic organizer like the one below, list the major roles a governor must fill.



CITIZENSHIP Activity

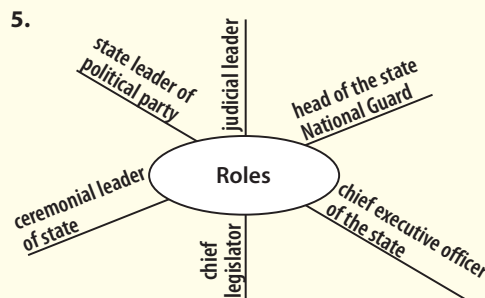
- Expository Writing** Some people consider that the governorship is excellent preparation for the presidency. In what ways do you think it would prepare someone for the presidency? In what ways do you think it would not? Answer these questions in a one-page essay.

Civics ONLINE

Study Central™ To review this section, go to glencoe.com.

Answers

- Sentences should use vocabulary words according to their definitions in the section and in the Glossary.
- Governors can suggest new bills and veto or line-item-veto bills.
- A state attorney general represents the state in lawsuits and gives legal advice to the governor, legislature, and state agencies.
- Answers will vary. Students may feel one person should not have this much power; others may argue that a harsh sentence needed to be overturned.



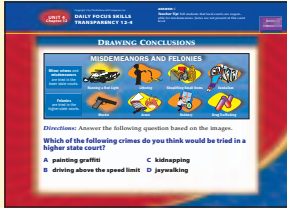
- Essays may include the following reasons in support of the idea that serving as governor prepares an individual for the presidency: governors become familiar with working with a bureaucracy, governors learn how to influence legislation, and governors have experience with pardons and sentence commutations. Essays may include on the reverse side: state issues may be vastly different from national and international issues, and governors are inexperienced in dealing with other nations.

Focus



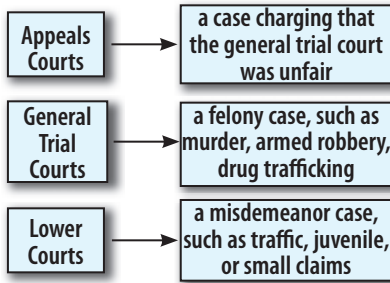
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Daily Focus Transparency 12–4



Guide to Reading

Answers to Graphic:



Section Spotlight Video

To learn more about the state judicial branch, have students watch the Section Spotlight Video for this section.

Resource Manager

Guide to Reading

Big Idea

The judicial branch is charged with interpreting the law.

Content Vocabulary

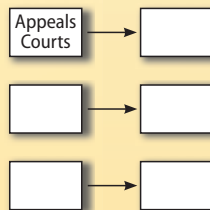
- justice of the peace (p. 367)
- misdemeanor (p. 367)
- magistrate court (p. 367)
- civil case (p. 367)
- plaintiff (p. 368)
- defendant (p. 368)
- felony (p. 368)

Academic Vocabulary

- portion (p. 367)
- intermediate (p. 368)
- confirm (p. 369)

Reading Strategy

Classifying As you read, identify each level of state courts and an example of a type of case heard in each. Write your information on a diagram like the one below.



The State Judicial Branch

Real World Civics Most state courts are organized in the same way as the federal courts. The highest position is the chief justice of the state supreme court. When Henry Frye was appointed to that position by the governor of North Carolina in 1999, he became the first African American to serve as chief justice in the state's history. Like the U.S. Supreme Court, the North Carolina Supreme Court does not make law or rule on the facts of a case, but it does rule on errors in legal procedures and on judicial decisions regarding existing law. Chief Justice Frye presided for two years alongside six other justices in reviewing cases.

▼ Chief Justice Henry Frye congratulated by granddaughters



R Reading Strategies

Teacher Edition

- Defining, p. 367
- Explaining, p. 367

Additional Resources

- Content Vocab., URB p. 20
- Ac. Vocab., URB p. 22
- Foldables, p. 73

C Critical Thinking

Teacher Edition

- Comparing/Contrasting, p. 367

Additional Resources

- Quizzes and Tests, p. 143

D Differentiated Instruction

Teacher Edition

- English Learners, p. 368

Additional Resources

- School-to-Home Connection Activity, URB p. 33
- Reteaching Activity, URB p. 35

W Writing Support

Teacher Edition

- Personal Writing, p. 369

Additional Resources

- STSP, p. 24

S Skill Practice

Teacher Edition

- Visual Literacy, p. 368

Additional Resources

- Daily Focus Trans., 12–4



Courtroom Judges Judges are in charge of their courtrooms whether they are dealing with municipal, state, civil, or criminal cases. **Speculating** Is this courtroom most likely a city or state court? Why?

Teach

R₁ Reading Strategy

Defining Ask: What are misdemeanors? (less serious crimes) **ELL**

R₂ Reading Strategy

Explaining Ask: How do justice courts operate? (No juries hear cases; instead, the judge or justice of the peace hears and decides each case.) **ELL**

C Critical Thinking

Comparing and Contrasting Ask: In what way are police, or magistrate, courts different from justice courts? (They hear civil cases.) **OL**

Caption Answer:

The photo most likely represents a city courtroom because judges usually decide civil or misdemeanor cases without jury hearings.

The State Court System

Main Idea Most legal matters within a state are handled by the state's court system.

Civics & You Would you like to serve on a trial jury? Why or why not? Read to find out how your state's court system operates.

The federal court system handles only a small **portion**, or part, of the nation's judicial business. The overwhelming majority of legal matters are settled in state courts.

How State Courts Are Organized

Most state courts are organized like the federal court system. They have a three-level system that includes courts for minor law violations and lawsuits, courts for serious crimes and large-scale civil cases, and appeals courts.

Rural Areas and Small Towns In many rural areas and small towns, the local court is called a justice court, and the judge is called a **justice of the peace**. These courts almost always handle less serious crimes, known as **misdemeanors**. An example of such a crime would be a minor theft or breaking and entering. Justice courts operate without juries. Instead, a judge or justice of the peace hears and decides each case. In most communities the voters elect these judges.

Larger Towns and Cities Larger towns may have police courts or **magistrate courts**. These courts handle minor cases such as traffic violations or disturbing the peace. They may also hear civil cases involving small sums of money, usually less than \$1,000. **Civil cases** occur when a person or group takes legal action against another person or group. People convicted in these courts usually receive a small fine or a short jail term.

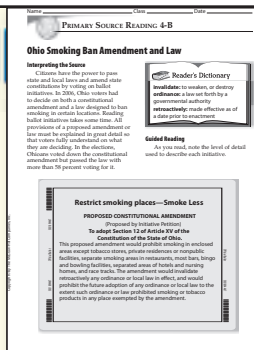
Differentiated Instruction

Ohio Smoking Ban and Law

- Objective:** To understand how voters shape state and local law
- Focus:** Explain how a ballot initiative works.
- Teach:** Have students read the initiative aloud and then paraphrase it.
- Assess:** Explain why voters must take time to read ballot initiatives carefully and thoughtfully.
- Close:** Cast private ballots to decide on this initiative as a class.

Differentiated Instruction Strategies

- BL** Locate each Reader's Dictionary word in a sentence in the text. Explain what the word means in that sentence.
- AL** Discuss the positive and negative effects that a ban on smoking in public places might have.
- ELL** Define these legal terms: "prohibit," "retroactively," and "exempted."



Primary Source Reading 4-B, URB pp. 17-18

S Skill Practice

Visual Literacy Ask: In which two types of courts would most court cases in a state be held? (lower courts and general trial courts) **OL**

D Differentiated Instruction

English Learners Explain that an appeal is a request for help. **Ask:** How does the meaning of the root word “appeal” explain the function of an appellate court? (Appellate courts hear cases in which the defendant feels a lower court trial was unfair.) **OL**

Analyzing Charts

Answers:

1. lower court
2. The Supreme Court hears cases in which the constitutionality of a state law is questioned. It also provides an additional layer of appeal in the event an appellate court decision is deemed unfair.

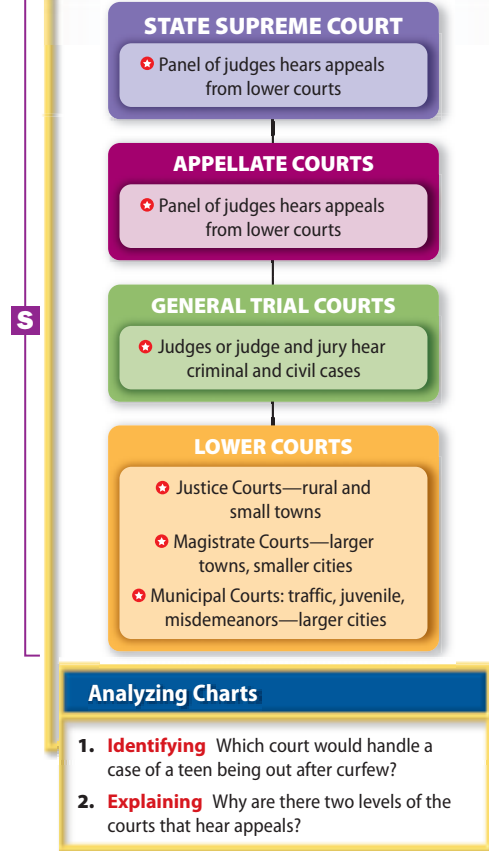
Reading Check **Answer:** Decisions of state supreme courts are final except in cases that could go to the U.S. Supreme Court.

Hands-On Chapter Project Step 4

National Governors’ Conference

Step 4: Presenting State Issues at the National Governors’ Conference Student partners represent their states at the National Governors’ Conference.

State Judicial System



Municipal Courts Large cities may have municipal courts that serve the same purpose. These are often divided into specialized areas, such as traffic, juvenile, and small claims courts. Small claims courts decide civil cases usually involving less than \$1,000. **Plaintiffs** (people filing lawsuits) and **defendants** (people being sued) speak for themselves with no lawyers present for either side.

Higher State Courts

The second level of state courts deals with more serious crimes, called felonies, and with civil cases involving large amounts of money. The third level of state courts consists of courts that consider appeals of lower-court decisions.

General Trial Court Defendants charged with **felonies**—murder, armed robbery, drug trafficking, and other major crimes—go on trial in general trial courts. Depending on the state, such a court may be called a district court, county court, common pleas court, circuit court, or superior court.

Trials in these courts may be held before a jury. In such cases, the judge’s job is to make sure the trial is conducted fairly and lawfully. The judge does this by ruling on whether certain evidence or testimony is permissible, ruling on objections by attorneys in the case, and guiding the jury on points of law. In many states, the judge also decides on the penalty in case of a guilty verdict.

D Appellate Courts Most states have a level of **intermediate** appeals courts. These courts review decisions made by trial courts. Appeals courts do not have juries. Instead, a panel of judges decides cases by a majority vote. If the judges find evidence that the defendant did not have a fair trial, they can overturn the lower court’s decision.

Supreme Court The court of last resort in most states is the state supreme court. It reviews decisions of appeals courts and is responsible for supervising all courts in the state. State supreme courts also interpret the state’s constitution and laws. A successful appeal at this level requires a majority vote of the judges hearing the case. Except for cases involving federal law or the United States Constitution, the decisions of the state supreme courts are final.

Reading Check Explaining Why do you think state supreme courts are called courts of last resort?

Directions Have a laptop computer with an attached projector for students to use as they give their computer presentations. Give each pair of students an opportunity to introduce their state and to show their presentations of state issues or concerns. After each presentation, allow other members of the class to ask questions. Ask students to take notes on each issue and

proposed federal government solution for each state. At the end of the presentations, group two or three sets of partners. Ask groups to discuss common themes within the state issues. Reconvene the class. On the board, record themes various groups noted in their discussions. Students will wrap up this activity in Step 5. **OL**

(Project continued on the Visual Summary page)

Selection of Judges

Main Idea State judges can be elected, appointed, or chosen in a way that combines both methods.

Civics & You Have you ever heard someone described as having good judgment? What does that phrase mean to you?

State judges are selected in different ways. Some are elected by popular vote in either partisan elections (affiliated with a political party) or nonpartisan elections (unaffiliated with a political party). Others are elected by the state legislature or appointed by the governor. Some states appoint judges for life; others for a set number of years. Still other states select judges through a combination of appointment and popular election. Under this plan, the governor appoints a judge from a list prepared by a commission, and voters either reject or **confirm** (approve) the appointed judge.

Many people think judges should not be elected. These critics fear that judges may be more concerned with pleasing voters than administering the law impartially. Other people argue that popular election of judges ensures a government “of the people, by the people, and for the people.” Popular election is still commonly used to select judges. According to the American Bar Association, 38 states use some form of election at the highest level of state judiciary.

State judges usually have longer terms of office—6 to 12 years—than legislators or governors. In theory, the longer their terms, the more independent they can be.

Judges can be removed from office by impeachment. Impeachment, though, can be time-consuming. Most states have created boards to investigate any complaints about judges. If the board finds that a judge has acted improperly, it makes a recommendation to the state supreme court. The court may then suspend or remove the judge.

Reading Check Explaining How can state judges be removed from office?

Writing Support

Personal Writing Have students research how local judges are selected and write their opinions of whether that is the fairest selection method. **OL**

Reading Check Answer: State judges can be impeached, but judges are more often removed when state boards investigate misconduct and recommend a removal to the Supreme Court.

Assess

Civics ONLINE

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Close

Categorizing On slips of paper, write six case descriptions such as jaywalking, burglary, and so on. Organize the class into six groups. Have each group select one slip of paper. Ask groups to identify the type of court that will hear their “case” and to explain their choices. **OL**

Section Review 4

Vocabulary

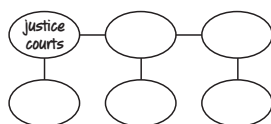
- Use** all of the following terms to write a paragraph that summarizes the main points of this section: *justice of the peace, misdemeanor, magistrate court, civil cases, plaintiff, defendant, felony*.

Main Ideas

- Identifying** Of the three tiers of state courts, which one uses juries to decide guilt or innocence or to settle civil suits?
- Describing** What are three ways state judges are chosen in this country?

Critical Thinking

- Big Ideas** In your opinion, should judges be elected, as they usually are at the state level, or appointed, as they are at the federal level? Explain.
- Organizing Information** On a diagram like the one below, note the three types of lower courts and where each is found.



CITIZENSHIP Activity

- Reporting** On the Internet, do a search to find opinions on the election-versus-the-selection-of-judges argument. Summarize the main points of both sides and share your findings with the class.

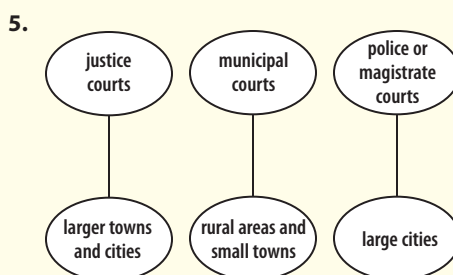
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Study Central™ To review this section, go to glencoe.com.

Section 4 Review

Answers

- Sentences should use vocabulary words according to their definitions in the section and in the Glossary.
- general trial courts
- Judges are elected by popular vote, appointed by governors, or elected by state legislatures.
- Answers will vary but may include supporting arguments given in the text on this page.



- Reports will vary but should summarize opinions from reputable Internet sites on both sides of the issue of election versus selection of judges.



Teach

R₁ Reading Strategy

Activating Prior Knowledge Ask: **What is a search warrant?** (a document signed by a judge that authorizes a search of an individual's property by law enforcement officials) **OL**

C Critical Thinking

Drawing Conclusions Ask: **How many justices are on the Supreme Court of the United States?** (nine) **ELL**

R₂ Reading Strategy

Summarizing Ask: **How can the ruling of the Supreme Court in the case of *Mapp v. Ohio* be summarized?** (Evidence obtained through improper police searches cannot be presented in state criminal courts.) **OL**

ANALYZING THE COURT DECISION

Answers:

1. the Fourth Amendment
2. Answers may include the idea that law enforcement is a service of government, which is supposed to protect the rights of its citizens, as well as their welfare and safety.

Additional Support

Background

Mapp v. Ohio Within the provisions of the U.S. Constitution, no mention was made of admissibility requirements for evidence presented in state courts. With this Supreme Court decision, the Court reinforced the need for proper police procedures in obtain-

ing and handling evidence. However, this ruling does not require police to always obtain search warrants. If an individual voluntarily agrees to a search in his or her presence, no warrant is necessary. Police officers may also confiscate evidence that is in "plain view" as long as they are authorized to be in the area of the evidence. Following an

arrest, police may search the immediate area as long as it is necessary to search for the presence of another criminal. Finally, police may search a car without a warrant provided that they stopped the car for "probable cause," or good reason. Their search is limited, however, to objects connected with the reason for stopping the car.

Mapp v. Ohio

The Fourth Amendment aims to protect citizens from unreasonable searches by requiring government officials to first obtain search warrants. In 1914 the U.S. Supreme Court declared that any evidence obtained without this protection cannot be used in federal court trials. How did this "exclusionary" rule find its way into state courts as well?

Background of the Case

R₁ In 1957 police officers arrived at the Cleveland, Ohio, apartment of Dollree Mapp. They were looking for evidence linking her with a gambling operation. Mapp asked to see a search warrant. The police flashed a piece of paper, but it never became clear whether the paper was actually a warrant. Although the police found no evidence of gambling, they did discover some pieces of alleged pornography. Ohio courts sentenced Mapp to prison for possession of illegal goods. They held that the pornography could be used against her in court even though the police were not searching for it under their supposed warrant.



Police arrested Dollree Mapp in 1957 for possession of illegal goods found during a questioned search.

The Decision

C With Justice Tom C. Clark writing the 5–4 decision, the Supreme Court issued its ruling on June 19, 1961. Clark first called on the Fourteenth Amendment's protection against certain state actions. From there he argued:

"Having once recognized that the right to privacy embodied in the Fourth Amendment is enforceable against the States, and that the right to be secure against rude invasions of privacy by state officers is, therefore, constitutional . . . we can no longer permit it to be revocable [able to be canceled] at the whim of any police officer who . . . chooses to suspend [it]. . . ."

—Justice Clark, 1961

R₂ The Court declared that the presentation of evidence obtained through improper police searches is unconstitutional in state criminal courts.

Why It Matters

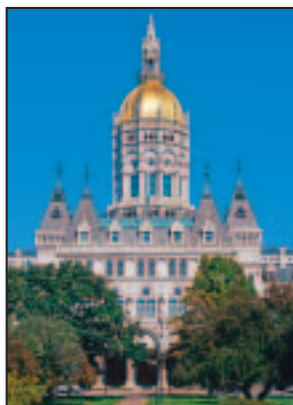
The *Mapp* case marked a shift in Supreme Court thinking. The Court had argued that the Bill of Rights governed only the actions of the federal government. During the 1960s, though, the Court included the states in more protections under the Bill of Rights as implied under the Fourteenth Amendment. After this case, evidence seized in violation of the Fourth Amendment could not be used by the prosecution as evidence of a defendant's guilt in any court—federal, state, or local.

Analyzing the Court Decision

1. **Explaining** On what basis did Justice Clark establish citizens' right to privacy?
2. **Concluding** How might you answer the criticism that the *Mapp* decision could hamper law enforcement?

The Federal System

- We live in a federal system in which there are 50 separate state governments and one federal government.
- The U.S. Constitution gives a broad range of powers to state governments.



Connecticut state capitol

State Constitutions

State constitutions are similar in structure to the U.S. Constitution. They include the following:

- A preamble
- A bill of rights
- An outline of the framework of government
- A listing of state powers and responsibilities
- A provision for local government
- The methods of amending the constitution



Florida state seal

State Legislative Branch

- State legislators are chosen by popular vote.
- The lawmaking machinery in the state legislatures is similar to that used in the U.S. Congress.
- All state legislatures, except Nebraska's, are bicameral.

State Executive Branch

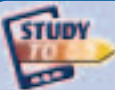
- The governor is the chief executive officer in each of the 50 states.
- Important executive powers of the governor include appointing and removing officials, administering laws, planning and carrying out the budget, and commanding the National Guard.

State Judicial Branch

- State courts interpret and apply state and local laws.
- State judges are selected by the governor, by the legislature, or by the people.
- Crimes are defined by state statutes, which are laws enacted by state legislatures.



Maryland state trooper guards children



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Visual Literacy Ask: What is the function of a state capitol? (It houses legislative and judicial sessions as well as the executive offices of state officials.) **AL**

Making Inferences Ask: Why are both powers and responsibilities of government listed in state constitutions?

(Although governments need specific powers to function, they have duties to the citizens who grant them their powers.) Have students work in groups to list at least five responsibilities of state government.

OL

Explaining Ask: What is the function of a state seal? (It displays the state motto, or guiding principle.) Have students investigate their state seal on the Internet.

Have students work in pairs to design an alternate state seal. **ELL**

Hands-On Chapter Project Step 5: Wrap-Up

National Governors' Conference

Step 5: Communicating State Needs Students will finish process begun in Step 1.

Directions Explain that the National Governors' Conference will call their concerns to the attention of the president of the United States by proclamation. Organize the class

into groups. Create a proclamation form to give each group to complete. **OL**

Proclamation Form Information

WHEREAS, the governors of these United States have met to discuss individual and common state issues, and
WHEREAS, the states enjoy a cooperative relationship with the government of the United States of America, and

WHEREAS, the national government has historically granted monies to promote the welfare of these states and their citizens, THEREFORE, these states do declare these issues to be of pressing concern:

- 1.
- 2.
- 3.
- 4.

Answers and Analyses

Reviewing Vocabulary

1. A Students will have read about the federal system and the concept of delegated, reserved, and concurrent powers in Section 1. Although the Constitution gives states both reserved and concurrent powers, only reserved powers reside solely with states. A student could analyze word parts to reject answers C and D.

2. D Students will have studied how boundaries are established for state election districts in the text under the Section 2 subheads Legislative Districts and Unequal Representation. A student can eliminate answers A through C by recalling court jurisdictions in the Section 4 opening segment, How State Courts Are Organized. The student can verify that answer D is correct by defining “apportionment” as “division” and the prefix “mal-” as “bad” or “harmful.”

3. A Students will recognize answers A, B, and D as powers of the governor after reading about the legislative and judicial duties of the office in Section 3. A student can eliminate the line-item veto as a legislative function. To determine the correct answer, “parole,” a student can identify which term applies to prisoners and which term relates to prison sentences.

4. C Students will recognize all answers as court-related terms. By reading about municipal courts in Section 4, a student can eliminate answer choices B and D because they are not linked to civil cases. The student can determine the correct answer by associating familiar terms, such as “complain” and “complaint,” with “plaintiff.”

Reviewing Main Ideas

5. B Students will have studied concurrent powers in Section 1 of this chapter. By linking each answer to real-life experience and by applying logical thinking, a student can eliminate all answers but the correct answer—the power to collect taxes.

6. C Students will have studied the problem of malapportionment and the Supreme Court’s subsequent ruling regarding election district apportion-

TEST-TAKING TIP

To prepare for a major exam, save weekly tests and review the questions.

Reviewing Vocabulary

Directions: Choose the word(s) that best completes the sentence.

- _____ powers belong to the state and are NOT shared with the federal government.
A reserved C bicameral
B concurrent D unicameral
- Area-based legislative districts often produce _____.
A civil cases C felonies
B misdemeanors D malapportionment
- Governors have the power to _____.
A parole C apportion
B commute D line-item veto
- A _____ is a person who files a lawsuit.
A defendant C plaintiff
B magistrate D justice of the peace

Reviewing Main Ideas

Directions: Choose the best answer for each question.

Section 1 (pp. 350–355)

- What power do the state and national governments share?
A the power to declare war
B the power to collect taxes
C the power to issue money
D the power to administer elections

Section 2 (pp. 357–360)

- On what basis do states today apportion their legislatures?
A area
B parties
C population
D legislation

Section 3 (pp. 362–365)

- Which of the following is a legislative duty of the governor?
A preparing a budget
B suggesting new bills
C commanding the National Guard
D all of the above
- What state official manages elections?
A auditor
B treasurer
C attorney general
D secretary of state

Section 4 (pp. 366–369)

- What courts handle traffic violations?
A trial courts
B appeals courts
C magistrate courts
D state supreme courts
- Who selects state judges in many states?
A voters
B governors
C legislatures
D all of the above

GO ON 

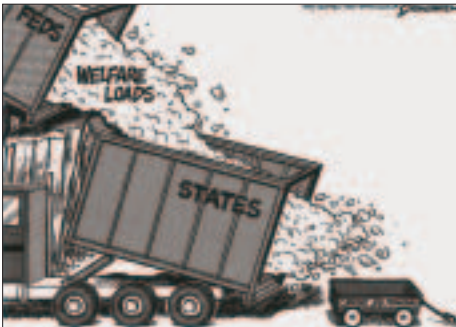
ment in Section 2. To select the correct answer—“population”—a student can use logic to determine which method of apportionment is more logical and fair.

7. B Students will have learned how to categorize gubernatorial duties in Section 3. A student can eliminate incorrect answers by defining the keyword “legislative” in the question. The student can then link the ideas of “legislation” and “bills” to arrive at the correct answer, “suggesting new bills.”

8. D Students will recognize all answer choices as state official positions through their study of Section 3. To eliminate incorrect answers, a student can associate meaningful ideas with the first three answer choices. For example, an auditor audits, or checks, financial records, while a treasurer manages the state’s treasury, or money. An attorney deals with legal or court matters.

Critical Thinking

Directions: Base your answers to questions 11 and 12 on the cartoon below and your knowledge of Chapter 12.



11. Which of the following statements best expresses the cartoon's main idea?
- A Joblessness is the root cause of most problems in society.
 - B States lack the resources to handle essential social services.
 - C Too many federal dollars are dumped into job programs.
 - D States farm out their job programs to small-time entrepreneurs.
12. What caused the dilemma illustrated in the cartoon?
- A an increase in state taxes
 - B an elimination of grants-in-aid
 - C the outsourcing of manufacturing jobs
 - D the Supreme Court rulings of the 1960s

Document-Based Questions

Directions: Analyze the following document and answer the short-answer questions that follow.

The following principles are guidelines for child welfare workers in North Carolina.

- Enhancing a parent's safety enhances the child's safety.
 - Domestic violence perpetrators may cause serious harm to children.
 - Domestic violence perpetrators, and not their victims, should be held accountable for their action and the impact on the well-being of the adult and child victims.
 - Appropriate services, tailored to the degree of violence and risk, should be available for adult victims leaving, returning to, or staying in abusive relationships and for child victims and perpetrators of domestic violence.
 - Children should remain in the care of their non-offending parent whenever possible.
 - When the risk of harm to the children outweighs the detriment of being separated from non-offending parents, alternative placement should be considered.
- North Carolina Well-Being and Domestic Violence Task Force

13. Which problems facing states do you think contribute to domestic violence?
14. How do you think cutting social services in North Carolina might affect children in homes with domestic violence?

Extended Response

15. Write a brief essay about the pros and cons of long terms for state judges. Include a discussion of how most states handle complaints about judges' improper conduct.

STOP

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For additional test practice, use Self-Check Quizzes—Chapter 12 on glencoe.com.

Need Extra Help?

If you missed question...	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Go to page...	352	359	364	368	353	359	364	365	367	369	353	353	360	360	369

STANDARDIZED TEST PRACTICE

dent can verify the correct answer by equating the key term "essential social services" with the label "welfare loads" in the cartoon.

12. B Students can eliminate answer C since outsourcing was not mentioned in Section 2. A student can eliminate answer A since the text of Problems Facing States presents increasing taxes as a solution, rather than a problem. Although both reductions in grants-in-aid and increased pressure from the Supreme Court to address urban problems present dilemmas, the student can associate the money pictured in the cartoon with grants-in-aid to identify the correct answer.

Document-Based Questions

13. Answers may include the following: poverty, unemployment, drug and alcohol abuse, and lack of education.

14. Answers may include the idea that children in abusive situations will more likely remain in these harmful situations and will likely sustain serious injuries.

Extended Response

15. Student essays will vary but should present the benefits and drawbacks of long terms for state judges, as well as a discussion of the review board concept versus impeachment for investigating charges of misconduct and referring removal recommendations to the state's Supreme Court.

9. C Although all answers are types of courts explained in Section 4, students can use their knowledge of the difference between trial courts and appeals courts to eliminate answers B and D. A student can further eliminate trial courts by identifying traffic violations as misdemeanors, not felonies.

10. D After reading the body of the Selection of Judges text in Section 4, students will recognize that states use one or more of all three methods to select state judges.

Critical Thinking

11. B In Section 2's Problems Facing States, students will have read about current issues plaguing state legislatures. Careful examination of the cartoon will help a student eliminate answers A, C, and D since the cartoonist makes no mention of jobs. The stu-

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Have students visit the Web site at glencoe.com to review Chapter 12 and take the **Self-Check Quiz**.

Need Extra Help?

Have students refer to the pages listed if they miss any of the questions.